
A small pot of gold but no promises

There has been some acclaim for the Treasury in the last week over its cleverness in not allocating all of the cash involved in a projected 2 per cent annual rise in public spending. There is admiration for a stratagem which should make it easier for the Government to hold down public spending if the 31 per cent growth rate they hope for does not materialize. People (including Cabinet ministers) usually less at losing money they never had than at losing money they have already been allocated. There is admiration, too, of a rather more cynical kind at the way the contingency fund can be made to appear as a pot of gold at the end of everybody's rainbow. It is an invitation to optimism, special pleading and tough infighting by all spending departments.

Optimism that education would come out of the fighting well, over, for example, education maintenance allowances, cannot, however, be well grounded. If public rhetoric is a reliable guide, industrial investment projects must top the Government's list of priorities.

Other features of the White Paper suggest the Government have an underlying intention to favour expansion in the labour intensive public services to counteract the structural unemployment. Such expansion has been allowed in most in current spending rather than capital programmes.

This has to be read in conjunction with doubts about "under-spending" on education—that is, spending less than the plans allow. Such evidence as exists for this under-spending is set out on page 1. The rate support grant circular has thrown more light on the subject, but where the year is concerned the figures can only be estimates of the most tentative kind. There is, for example, no knowing how

news of current underspending may affect authorities' behaviour between now and March 31. This might be particularly unpredictable because underspending has become a little unfashionable recently. The OECD in their last quarterly economic outlook for member countries discussed its depressing economic effects. Noises from Whitehall suggest that the same worry is shared by at least some people there.

This is not just an obscure economic argument. It could mean more jobs for teachers. And the spring offensive on the pay front is beginning. There really cannot be much point in teachers kidding themselves they can get more than a 10 per cent rise. But if local authorities are underspending and the Treasury is not too happy with that, then building in the approved way of using up slack, there could be scope for negotiation over other parts of some sort of package.

Unfortunately, many of the things which the teachers' organizations might like to include in such a package—conditions of service, pupil teacher ratios, resources for use in schools, in-service training—do not fall within Burnham's scope. Perhaps they should, but for this year anyway they do not.

Scale posts, however, do fall within Burnham's terms of reference. Decline in numbers is producing grave difficulties in terms of promotion for teachers and balanced staffing for schools with falling rolls. One of the reasons behind the eminently sensible arguments for planned reductions which Peter Newsam sets out on this page, is that declining numbers mean loss of points. If scale points were unhooked from classes of entry, both promotion and scaling down schools would be easier.

Black, white and grey

With ILEA television's *Somebody's Daughter* (page 4) we're right back to the basics again—sex, race, violence (the latter no doubt to be supplied by the Young National Front, who have threatened to picket schools showing the programme) and their opponents. ILEA TV, it seems, are doubly to be praised (or blamed): they have presented sensitive social topics in a convincing complex and naturalistic way, and done this with a soap opera that is pretty compulsive viewing.

It is almost impossible not to have a sneaking sympathy for the Londoners who said to newspaper editors and television producers that it's all too controversial, and their schools will keep out of it. The trouble is that, whatever they do, the schools are already in the thick of it.

Extremist groups are trying to distribute racist propaganda in schools. Adolescents are surrounded by subtle propaganda on the subject of sex. Schoolgirls get pregnant. And when local political groups—not just extremist ones—are trying to make schools an arena for political fights and action, avoiding the issues is no guarantee of avoiding trouble.

Since those far-off days when Mr Lawrence Stanhouse tried to invent teaching states to tackle controversial social questions in his *Times* series, Curriculum Project plenty of experience has grown up in some secondary schools. *Somebody's Daughter* seems to be one result of that experience.

It provides a pretty specific focus for debate—needed, if pupils are to begin explicitly to consider racism and prejudice in concrete social issues. Apart from a general predisposition to accept racism

race couples, it shows no moral bias—views expressed on abortion, for instance, are conflicting and ambiguous. (The idea of the neutral teacher may have died the death—but ambiguous teaching material seems essential for topics which cause raging controversy in the ordinary world.)

Of course, any such material has to be used carefully and professionally, as part of a thought-out course—but that is true of any new teaching material. Of course, it may be used badly or lazily—but that is the risk of all teaching and many people will think that in this case ILEA TV have done their part by producing an excellent film.

And, of course, if parents are not carefully prepared, schools may hit trouble using such materials. But if relations with parents are so bad that a school cannot handle genuine parental anxiety over the way they tackle these sensitive topics, they are in trouble anyway.

The trouble is that people expect the schools to be courageous in handling controversial issues but are quick to criticize them when they do. And the polarization which is now taking place on this matter cannot help. For some, it is enough that the National Front has attacked this film to convince them of its merits; for others (and they, too, may have a point) the row which has now taken place has changed the quality of the film and added to its overtones—it did not originally possess.

At all events, it must serve to underline the importance of the discussion of controversial issues in a larger scheme of teaching about the society in which young people are now growing up. It would be a pity if this acute controversy were to result in a more general predisposition to accept racism

To plan or not to plan...

Peter Newsam discusses the effect of falling rolls

As secondary school numbers are seen to be likely to fall sharply in most parts of the country over the next few years, a three-part argument appears to be gathering force. It goes like this:

1. Falling numbers mean that schools should close because that saves money.
2. The quickest way to achieve these closures, because I.E.A.s are so soft in these matters, is to allow market forces to rule; that is, to allow parental choice to close the had (=unpopular) schools and sustain the good.
3. Apart from being quicker, this method will have the added advantage, because it is grounded in parental choice, of pleasing parents.

I am not here concerned to debate the debatable first part of the argument. But as I am sure that unplanned or market-force closures (points 2 and 3) will be infinitely more damaging educationally, more unpopular and no quicker than planned ones, I would like to explain why.

Consider the following illustration of market forces at play with four schools. Their entry at 11 is assumed to fall from 24 forms of entry to 12 over ten years. For the first four years the fall is the most six years at one form entry a year. School D, it will be seen, is in disfavour:

Form entry at 11 plus	A	B	C	D	Total form entry
Year 1	6	6	6	6	24
Year 2	6	6	6	4	22
Year 3	6	6	6	2	20
Year 4	6	6	6	0	18

At the start of year four, school D is in the following state, assuming entries before year one had been at six form entry:

Age groups	School D
11 plus	2
12 plus	4
13 plus	4
14 plus	4
15 plus	4
16 plus	4
17 plus	4

From the start of year three, when the entry falls to two forms, the school will require extra and increasing help if the curriculum at the top of the school is to be maintained. Yet it cannot close down year four. Schools A, B and C are full; there is nowhere for school D children to go. So when can school

D close? Let us assume that, with the collapse of school D, school C moves to the bottom of the pecking order. Year five onwards might then look like this:

Form entry at 11 plus	A	B	C	D	Total form entry
Year 5	6	6	6	0	18
Year 6	6	6	4	0	16
Year 7	6	6	2	0	14
Year 8	6	6	0	0	12
Year 9	6	6	0	0	12
Year 10	6	6	0	0	12

At the beginning of year seven, excluding sixth-formers who will have to squeeze in somewhere, there will be no forms left in school D and room for them in school C. Give or take a little local difficulty about moving pupils the year before public examinations, it would theoretically be possible to move the ramp of school D into school C at the start of year seven. Market forces and parental preference look a little frail at this stage. Suppose school C is on the far side of town? To seek to persuade parents that it is in their children's interest to transfer to a failing institution (unpopular as it may be) will be recalled, is, if the market is to be the measure of value, simply dishonest.

As market forces are supposed to have everything to do with contented preference-exercising parents it is worth exploring the freedom so far enjoyed by parents of children at school D. Let us assume they were free not to send their children there in the first place. So far, so free. Thereafter, they have not been free to stop the school sinking under them nor have they been free to move their children elsewhere while it does. Elsewhere is full up.

So market forces will close school D by the start of year seven. But will they? In years one to four of the entry something may happen to disturb the even tenor of school D's collapse. In year four, for example, school A might commit some educational folly, like offending a local newspaper, and become altogether bad (=unpopular). Entries in year four might then be:

Age groups	School D
11 plus	2
12 plus	4
13 plus	4
14 plus	4
15 plus	4
16 plus	4
17 plus	4

That would upset things rather. But to sum up, market forces might close school D at the earliest by the start of year seven and quite possibly later. Either way, the I.E.A. would be left with an unpleasant decision to take in the terminal stages. My claim is that market forces will make the final decision to close school D far more unsatisfactory and unpopular than a planned decision; and no quicker. A planned reduction of entries over 10 years might look like this:

Letter to the Editor

Unpublicised plight of the shires

Sir, I write to support the chairman of Kent County Council's Education Committee for his powerful attack on the media in general for its failure to alert the public to the third round of massive cuts being inflicted on shire counties.

This is something on which we are united and, as he is well aware, I am using all my efforts to gain an increase in the rate support grant settlement as part of the county's endeavours to improve staffing standards in an authority, the largest in the country, which is near the bottom of any league table you care to use. It is as well to remember, however, that rate support grant is only part of the resources available to local government and that both the proportion of expenditure on which the grant is based and the manner in which it is distributed is not determined by statutory rule or by other standard formal criteria; the decisions in the Consultative Committee are variable factors in the funds available formula. It is an arbitrary choice made by the Government to achieve certain ends. The other part is the actual level of the individual local authority. This is where the "gro-

dies" and "the baddies" will separate themselves out. Many of us have sworn in the last few years that we would support our country councillors as they pleaded with us to support them by accepting cuts or not opposing deferment of much needed improvements. Not only were we to consider the state of the economy but what was evidently worse, the decision of the Government to impose rigid cash limits which successfully prevented our newly elected county councillors from pleading the men and materials so badly needed in our schools. They accepted that a penny rate would solve many of the problems, but as loyal patriots their hands were tied. Mr Barnes chided you for your leader's "bit of a slight snarl" (November 25). I will do likewise. I will go further: why no mention of the abolition of the rigid cash limit? Peter Shore's statement of November 18 mentions this additional grant made to shire counties should not be used simply to hold the rates down. He also said: "...last year we had to look for cuts in total expenditure; this year we do not." Possibly the most significant sen-

Fig. 4

Form entry at 11 plus	A	B	C	D	Total form entry
Year 1	6	6	6	6	24
Year 2	6	6	6	4	22
Year 3	6	6	6	2	20
Year 4	6	6	6	0	18
Year 5	6	6	6	0	18
Year 6	6	6	4	0	16
Year 7	6	6	2	0	14
Year 8	6	6	0	0	12
Year 9	6	6	0	0	12
Year 10	6	6	0	0	12

The exact pattern would depend on the quality and location of the schools and a variety of other factors. The closure of school D could be decided in year four as a take effect by the start of year seven, as in the market force example.

So what is the difference? For things at least. First, during the year seven, none of the schools would have had to face a grepping decline from one year to the next. Second, in this example, school D would be the one to which school B pupils transfer. School B would have been chosen, after consultation with them, as the most acceptable educationally or because of its location, to school D parents.

Third, at the end of year ten those entering school D's form and first year sixth would be able to move to school B, one year before their own school closed, in space which had been planned for them. This would enable these two groups to begin uninterrupted two-year courses. Finally, planned arrangements could be discussed at all stages with parents, teachers and children. Parents made to them could be kept. This is the difference.

To plan and keep promises I.E.A.s need to be able to do, and make public the operating capacity of each of their schools in advance. That needs legislation. That in turn needs time. Apparently, there is not any.

I believe it was on the Third that the orchestra played on the boat went down. We have had a year asking each other what the score is supposed to be (the curriculum flurries) and there has been some horse-play about who holds the baton (in the words of a Taylor Report). But if we can ourselves away from the orchestra for a moment, what of the music passengers and crew?

In the next few years, hundreds of teachers and thousands of children—in primary as well as secondary schools of my experience—are going to find themselves losing helplessly unless I.E.A.s give the legislative means to my port them.

This ought to be worth a few hours of someone's time. Peter Newsam is education officer of the ILEA. He writes in a personal capacity.

Lib-Lab spur to action on jobless

by Stephen Cohen

On the eve of the Liberal Party's special conference to discuss the future of the Lib-Lab pact, Mr Alan Bethel, Liberal spokesman on education, said this week that he was "not entirely satisfied" with the Government's action on reducing teacher unemployment. Part of the agreement between the Liberals and the Labour Government included a pledge from the Prime Minister, Mr Callaghan, that an urgent investigation would be started to find short-term measures to cut unemployment.

Mr Bethel said this week that red tape in the Department of Education was blocking any moves. Ideally he would like to see local authorities with high rates of teacher unemployment setting up projects along the lines of Liverpool's experiment in "dole schools" where jobless teachers taught jobless pupils.

Fifteen unemployed teachers were taken on in the city with their wages paid by the Training Services Agency under the job creation programme. The young people were allowed to continue drawing social security benefits.

"I would have liked to have seen more use made of the job creation programme to put unemployed teachers into temporary posts," Mr Bethel said. That way they could obtain qualified teacher status by completing a probationary year. But technical problems were raised by the D.E.S. Bureaucratic obstacles have prevented short-term schemes from coming into operation. I would like them to scythe through the red tape. If they were absolutely determined to find a way they could have done it."

But Mr Bethel was full of praise for the extra 7,600 teaching jobs created by Mrs Shirley Williams, Education Secretary, when she announced education's allocation of the rate support grant last year. This was a "major improvement", he said.

He added that the Liberal Party was in agreement with Mrs Williams over the reform of school managers and governors. "We are going to put in to the Prime Minister's speech during the debate on the Queen's speech", he said. Mr Callaghan said at the time that legislation would be introduced to reform the managerial system when Parliamentary time could be found. "Unfortunately", said Mr Bethel, "we don't see much chance of that happening now."

'Secret streaming' in open-plan infant classes

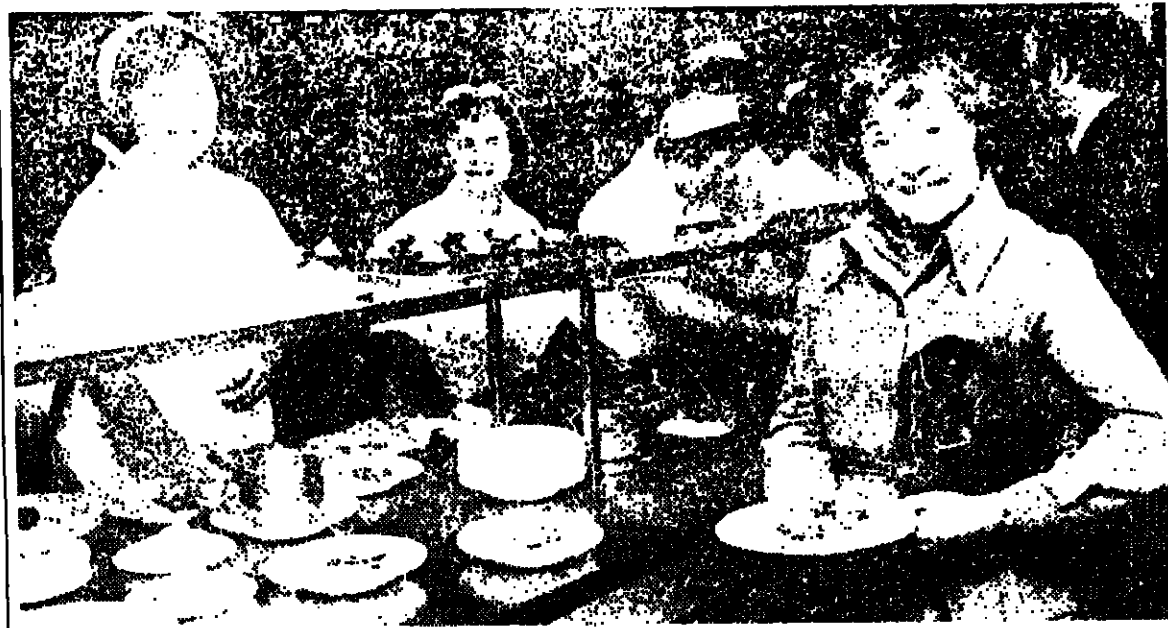
Open-plan schools promote "hidden streaming" according to the education magazine *Forum*.

Miss Annabelle Dixon, deputy head of Chalk Dell Infant School, Herefordshire, was one of the editors of *Forum*, writes that many infants schools still maintain a system of grouping based on ability, usually reading ability.

Streaming still exists in these schools, she says, though teachers were more likely to describe it by the less emotive term, "grouping". Miss Dixon says open plan schools, whatever their original intention, seem to be retrograde in this particular where it was decided that one teacher could have overall responsibility for the teaching of each subject area. This meant they were responsible for teaching boys or girls, and resulted in grouping of the children according to pre-selected criteria.

"With the regression to subject teachers for children of infant age must go the abandonment of integrated learning and the stress on the importance of knowing and providing for the whole child."

Teachers took elaborate steps to avoid having to justify themselves, Miss Dixon claims. *Forum* Vol 20 No 2 price 85p, 11 Beacon Street, Litchfield WS13 7AA.



Mrs Williams samples lunch at a Coventry school she visited last week.

Still chewing the fat over meals prices

No decision has yet been taken to increase the price of school meals again, said Miss Margaret Jackson, Under-Secretary for Education, in the Commons this week. And she dismissed as speculative press reports about the size of any possible increase. But she confirmed that it was the Government's intention to reduce the school meals subsidy.

Earlier in the week Mrs Shirley Williams, the Education Secretary, refused in detail allegations made in November by Mr Frank Field of the Child Poverty Action Group

that nine local authorities discriminated against children receiving free school meals. But Mr Field replied that Mrs Williams's evidence came from officials, while theirs came from parents and children.

Commenting later, he agreed with Mrs Williams that complete anonymity of free dinner children was virtually impossible because pupils talked easily among themselves about getting free meals.

"Perhaps they do at school but it's at home that the subject has become unmentionable", he said.

"It's taken the place of sex as the taboo subject."

Mr Field called in his letter for more guidance from the Education Secretary on how schools could organize the recording of free school meals.

"The CPAG would themselves be publishing suggested ways of avoiding the stigma of free meals in about a month's time," he said. He estimated that 630,000 children now entitled to free meals were not getting them because the DES had failed to publicize the concession.

"We shall give them a platform and see that their children have the chance to choose good schools for their children when they reach school age."

Mr Devlin said more and more women were going out to work as secretaries, nurses and teachers to pay for their children's fees at independent schools. He added that the new campaign by ILEA was coming from a "position of strength, not weakness". The number of pupils in independent schools had increased by 2,500 since 1974, although the number of boarders was declining.

Public schools out to shake off snob image

A national campaign to "open up the independent schools" was launched on Monday by the Independent Schools Information Service (ISIS).

Mr Tim Devlin, director of ISIS, said the purpose of the campaign was to prove that independent schools "are not snobs". ISIS represents about two thirds of the country's independent schools and Mr Devlin said they were to make a new bid to get rid of their image as "the bastion of privilege".

The campaign, which opened with an "ISIS week" yesterday in various parts of the country, is aimed at encouraging and making it easier for parents to send their children to fee-paying schools. The 45 schools taking part in the week will be opening their doors to the public all next week. Today sees the official launching of the ISIS Association for the Friends of Independent Education which is to campaign for tax concessions for fee-paying parents, means-tested grant aid and boarding bursaries.

Mr Devlin said: "The time has come for parents and other members of the public to stop just bleating about freedom of choice in education, but to stand up and show that they support it and wish to see it extended."

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OU grants campaign

The Open University Students' Association is to campaign for mandatory grants for its members. Since fees went up this year the cost of a full degree course including books and travel is about £1,500.

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MACMILLAN EDUCATION

Heads take anti-Front action

Head teachers are to take action against the activities of the National Front in schools. Advice will be issued soon to members of the 21,000-strong National Association of Head Teachers to confiscate publicity leaflets and to call the police if a disturbance is likely.

The NAHT will tell its members that "if any pupil engages in the dissemination of National Front literature, or in any other activity on behalf of the National Front on school premises, the head is perfectly entitled to prohibit such activity and to confiscate the literature since this clearly comes within the internal organization, management and discipline of the school".

If pupils from outside school try to enter the premises the head can

require them to leave. "If, however, the activities are such as to cause a disturbance the head would be perfectly entitled to call in the police."

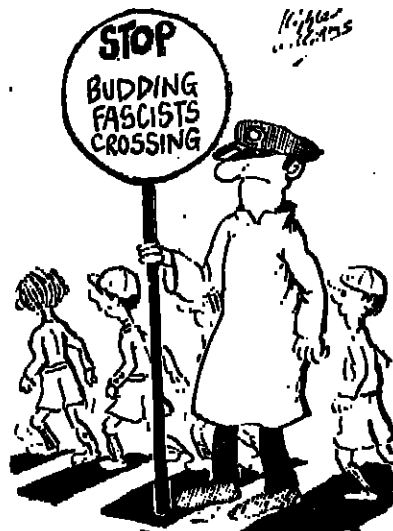
The association will also advise its members that if there are attempts to canvass pupils as they enter or leave school, heads have the right to protect those pupils either by seeking to disperse them or directing them into the building.

Complaints from some members have centred on National Front activity in secondary schools. Other extreme political organizations should be treated similarly, however, the advice says.

Heads are powerless, though, to

prevent the National Front from holding meetings in their schools during an election campaign. The Representation of the People Act, 1949, gives candidates in Parliamentary and local elections a right to use school premises. But applications for meetings at other times can be opposed.

The association said in a statement this week that a "good deal of material put out by the National Front might be construed as inciting racial hatred". The Race Relations Act specifically deals with people who publish or distribute threatening, abusive or insulting written matter if the likely effect is that hatred would be stirred up against any racial group.



Shake-up at 'violent' school

Essex inspectors, in a confidential report last week, called for a shake-up in the organization and control of the organization Comprehensive School. Their inquiry followed allegations last April of violent pupils.

A dossier prepared by 20 members of the staff on acts of violence was sent to union headquarters. There, it claimed, teachers were leaving school because of it.

The county reorganization and development working group, it considered, the report at the end of the year, expressed concern that the school was being discussed by education officials and the county council. The review was headed by the Council's Chairman, Sir Alex Smith.

The idea that one secretary instead of three should oversee the work of the Council is not new and has been recommended several times by successive joint secretaries. The present triumvirate, who like their predecessors are teachers or administrators, conceded for three years, also agreed.

The review body says of the present arrangement, "It is a cumbersome system which creates obvious difficulties in decision making and the short-term nature of these and other appointments militates against continuity in the oversight of the Council's work."

Most of the review body's proposals have to be approved by the governing council, but not the reorganization of staffing. The review body has, therefore, already told the Council's Finance and Staff committee to end the present arrangement and appoint an overall secretary.

The rest of their proposals involve changes in the Council's committees and constitution; and therefore require the consent of the governing council. Under these the governing council would itself disappear to be replaced by three separate bodies. Those with lay interest in the Council's work would be a "forum" for discussion called "those issues that are mainly professional matters" and much of the work of the Council would be done in the teacher-dominated professional committee; and the Department of Education and Science and local education authorities would make a firm grip on overall policy making through a powerful finance and priorities committee on which teachers are in a minority.

The details of exactly who should be represented on these main committees caused something of a row last summer when the review board's interim report suggested that some interest groups on the present governing council would not have places on the new committees.

There was a large majority in favour of the proposals but also some outspoken dissent. The university representatives even threatened to abandon the Schools Council altogether and set their own entrance exams.

Plans unveiled for sleeker, swifter Schools Council

by Bob Doe

Proposals to streamline the Schools Council, including the abolition of the three joint secretaries, the appointment of a new chief executive and the winding up of eight committees, are due to be put to the Council's governors at the end of the month.

They are contained in the report of the internal review body set up a year ago by the Council following criticisms of its performance by the Department of Education and Science at the start of the year. The review was headed by the Council's Chairman, Sir Alex Smith.

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Smith resigns

Sir Alex Smith, who headed the review body, is to retire from the chairmanship of the Schools Council. He took on the unpaid job in 1975 and had another 9 months of his term of office to go. Sir Alex, who is also director of Manchester Polytechnic, gave pressure of work as his main reason. See "Head hunting", back page.

staffing committee, steering committees A, B and C and the separate GCE and CSE exam-committees all disappear.

Their work will be taken on by the overall secretaries, two new committees set up to look after the primary and secondary curriculum and the examinations and publications committee which will combine but with a broader remit. The exam committee will have a much stronger representation from the exam boards.

The subject committees too are expected to be much more active in the future and subjects may be regrouped. The review body says these committees have not always been sure of their role. They should make major reviews of work in their subject, suggest research projects and act as a bridge between

the Council and subject teachers with the help of the subject teacher associations.

The review body also recommended a number of less formal liaison groups to keep the Council in touch with higher and further education, the world of work and parents.

The end result of these changes is not many fewer committees but a structure said to be more efficient because business will not have to progress from committee to committee in a strict hierarchy. It should no longer be necessary, for instance, for those proposing research projects to have to argue their case to several different committees.

Final decision-making powers are largely split between the finance and priorities committee and the professional committee. On the P committee the DES and I.E.A. majority have to resolve any disputes between the professional committee and convection when it comes to making recommendations to the Secretary of State about changes in examinations.

The review body says, however, "The professional committee will have the ultimate responsibility for the quality and content of the research and development work carried out under the Council's auspices."

A governor called convection a "talking shop", but it does have the power and responsibility to keep any developments under review and to call for reports from the other two main committees.

The review came about in part because of criticisms of the Council's lack of regard for interests outside the school. But the final report makes it clear that though wider interests should be taken into account the Council's first responsibility is to the teaching profession. It does, however, go further than any previous Schools Council declaration in defining that profession as more than the teacher unions.

It says the Council "should be in close touch with the views of teachers as represented in broad-based teacher associations; and also take account of the views represented through the subject teacher associations and the school exam boards."

The Council meeting on January 31 is not expected to be asked to vote on the proposals as one month's notice of any constitutional changes is required. This will be a final opportunity to iron out any details before they are voted on in the spring, to be operated from next September.

An NUT representative on the review body, Mr. Max Morris, said this week, "I think we have achieved a genuinely and radically improved structure for a council responsive to both lay and professional interests."

choice of heavy crafts while the girls choose home economics".

After the first three years, it says: "All pupils following the CSE course take English, mathematics, history, geography. Girls have the choice of commercial subjects or science and home economics. Boys take science, woodwork and metalwork."

Mr. Marshall said the matter was covered by several sections of the Sex Discrimination Order, which is almost the same as the British legislation, Section 24, he claimed makes it unlawful for educational institutions to discriminate against a woman "in the terms on which it offers to admit her to the establishment as a pupil" or in the way it offers her benefits, facilities or services.

Section 39 makes clear that it is unlawful to publish an advertisement (including a newspaper or other publications) which indicates an intention to do any act which is unlawful under the Order.

Similarly, he claimed, a reference to particular subjects for girls and boys could indicate an intention to discriminate unless the school descriptions made clear that a child of either sex could study any subject. The passages quoted, he alleged, showed no such flexibility.

Schools directly under the control of the area boards have similar subjects. A single-sex Secondary School, a Southern Board coeducational institution, says that, in the first three years, "boys have the

Parliament

DES to issue guide on handling truants

Mrs Shirley Williams, Secretary of State for Education and Science, told the Commons this week that she hoped to publish advice on good practice in dealing with the problems of truancy and indiscipline in schools.

The advice would be based on a survey by HM Inspectorate of a number of schools which were considered to have been particularly successful in dealing with the problems.

She told Mr Cyril Townsend (Bexley, Beesley Heath, C) that the separate advice to give difficult children intensive care with experienced teachers were proving to be a much more effective method than some of the more lurid methods peddled by the newspapers.

Closures. When the school population was falling rapidly, it was inevitable that some schools must close, said Mrs Williams, during exchanges on the closure of village schools.

They always considered section 13 provisions carefully, she said. They did consider objections and in a number of cases in the past year they had disagreed with local authorities and kept village schools open.

Rail fares decision defended

British Rail's decision to end the half rate concession to pupils over 14 was defended this week by the Central Transport Consultative Committee.

The favourable rate to senior pupils on their way to or from their places of study ceased last September. An attempt to end it in 1972 failed because of price restraint.

In a report on rail fares, the committee says British Rail is not part

of the social services and has the right to withdraw any concession which does not contribute to "maximizing revenue".

"If the purpose of the concession is to facilitate the location of schools by the education authority... then it seems only logical that the financial burden incurred should also rest with the education authority, not with British Rail."

However, in the fact of a decline of 1.2m children by 1985 in the primary sector alone, it was clearly the case that some schools would become educationally unviable.

Sixth forms in comprehensives: Mrs Williams told MPs she was satisfied with the rate of development of sixth forms in comprehensive schools. Twenty years ago only one secondary school in five had a sixth form; today the proportion was one in two. She was less satisfied, however, with numbers in sixth forms and staying on rates.

Very small sixth forms (and 40 per cent of sixth forms in comprehensive schools contained fewer than 50 pupils) might not be able to offer an acceptable choice of courses and subjects.

Shortage subjects: Just over 900 teachers are being trained under the Government's emergency training scheme for teachers of shortage subjects, said Mrs Williams. Of these 640 are being supported by awards financed through the Training Services Agency. The remaining 260 are newly qualified teachers following retraining courses in one of the shortage subjects with mandatory or discretionary awards from their I.C.S.s. About 450 extra maths teachers are being trained under the special programmes.

Schools wary of threats to picket race film

by Carolyn O'Grady

Parents were permitted this week to preview the controversial ETV series *Somebody's Daughter*, which looks at the difficulties faced by a young couple—a black boy and white girl—when the girl becomes pregnant.

But it is hard to say how many schools will use the programmes. Noel Harity, producer and director, said that because of threats from the Young National Front to picket and petition schools, many heads were wary of saying they would show them.

A fortnight ago Mr Trevor Jaggard, ILEA staff inspector for secondary education, defended the series, but told schools that heads and parents should see it first.

Somebody's Daughter is in five parts and is one unit in the course "You in the seventies", which aims to encourage discussion among 15 to 16-year-olds.

It looks at what happens to Mandy after she discovers she is pregnant, at the couple's difficulties in finding a home and at their relations with their families.

Racial conflict is mainly examined through the families' attitudes. The fourth programme shows the birth and the events which lead to Mandy abandoning the baby in a telephone kiosk.

Somebody's Daughter was attacked

in the November issue of *Spearhead*, the Young National Front magazine, whose editors had read the synopsis and teachers' notes. The programmes, it said, "contain the crudest types of propaganda aimed at convincing youngsters that multi-racialism and later-racial sex are normal and desirable".

The Young National Front threatened to picket and petition any school which used the programmes. They said they will demonstrate outside the ILEA ETV stations this week.

On *Thames* at six last week Mr Lawrence Norcross, head of Highbury Grove Comprehensive, said the

school would not use the series, it was too controversial.

Mr Rod Usher, head of Dunraven School, and Mr Louis Waits, head of Tollington Park School, said their schools would probably use it but not this year. "We have to plan its use and work it into the curriculum," said Mr Usher. The series is extremely professional, very sensitive and not at all propagandist.

Miss Margaret Madon, head of Islington Green Comprehensive, said it would be judged from a strictly professional point of view and no account would be taken of any sort of political pressure. There was, she said, "clashed with social issues".

A three-man Industrial T.A. has decided unanimously that authority did not act unreasonably or unfairly in accepting recommendations of a disciplinary body that all five, including the head, Terry Ellis, should be dismissed.

Appeal lost

The five William Tyndale teachers who were dismissed last year, the Inner London Education Authority, for their conduct during controversies at the school, have lost their appeal against dismissal.

A three-man Industrial T.A. has decided unanimously that authority did not act unreasonably or unfairly in accepting recommendations of a disciplinary body that all five, including the head, Terry Ellis, should be dismissed.

PERSONAL COLUMN

Gerry Fowler

Off balance on HE tightrope

There has of late been a heated, if sometimes unclear, dispute about the financing of universities. It may seem to have little to do with other sectors of education—but I hope to demonstrate that it has great relevance to the future.

The Public Accounts Committee of the House of Commons, in a recent report, claimed that university income a student had fallen only marginally since 1971-72. The Association of University Teachers maintained that there was a significant drop, of 6 per cent, to which the chairman of the committee replied that they were using the wrong baseline for their calculations.

The Committee of Vice-Chancellors and Principals then withdrew, demonstrating that there had certainly been a sharp fall since 1973-74, of nearly 10 per cent, although even here there is argument about the exact figure.

Even this may not seem excessive to those working elsewhere in education where there are real reductions in spending, and who are accustomed to regarding the universities as a uniquely privileged sector. We should, however, remember that higher education may have been disproportionately affected by inflation, relying heavily as it does on purchases the cost of which has escalated steeply in recent years (academic books and expensive scientific and engineering equipment).

At the same time, many post-graduate research students to undergraduates and others on taught courses.

That brings me to Lord James of Rushmore, the retired vice-chancellor of York University, and one time headmaster of Manchester Grammar School—as well as the chairman of the 1970-72 Committee on Teacher Education and Training.

At the North of England education conference he suggested that perhaps there was excessive emphasis on research in the universities. Some of it was of poor quality, and some of no obvious value, even to the person who had undertaken it, asserted his fellow-speaker, the university academic who was teaching function would and should be teaching were appointed largely on their research record.

What is at issue here is not simply postgraduate research. The general grant, received by universities from the University Grants Committee includes an element for the general support of research, as well as for teaching. Specific projects may receive funding from other bodies, such as the research council, who select them for their "timeliness and promise". But quite apart from such aid, universities remain in part research-oriented institutions, and this is recognized in their financing.

The question at once arises of whether we have the balance of higher education in Britain right. The polytechnics were, according to the 1966 doctrine, to be primarily teaching institutions. They, too, undertake research, and some of their projects attract specific grant. But they receive a general grant for the support of research, and no one would describe them as research-oriented institutions. Yet, there are only 30 of them, compared with 43 universities financed by the UGC, and on average they remain smaller, and with poorer facilities for students and for staff, than the universities.

The balance is to some degree redressed by the many other public sector colleges which offer courses at higher education level, including now former colleges of education diversifying their provision. In many of these other colleges there is excellent teaching, but little, if any, research.

Yet, the scales remain tilted towards the universities. Mrs Thatcher's 1972 White Paper envisaged an equal division of students between the two sectors by 1981. Since then the projected student demand for places has fallen sharply. The smaller total is now to be divided in such a way that the universities will take well over half of our higher education students in that year.

Short-term policy is inevitably dictated by considerations other than the matching of the overall pattern of higher education to the nation's needs. Because most universities have better libraries, laboratories, and dining rooms, and some have superior halls of residence, they tend to attract more students than the comparable institutions within limits. In conditions of severe resource constraint that may be a powerful argument.

Yet we are in Britain on the borderline between what the American educator Martin Trov calls "elite" and "mass" higher education. It is not obvious that in a "mass" system most students

should be educated in research-oriented institutions. Most will not themselves want research, and the principal part of their higher education is, directly or indirectly, vocational. The fitting themselves for the job will do in later life, and we need decide themselves that will be the leaders of thought in the aristocracy of culture, to society.

I do not offer a solution to the problem. It may be that we plan to shift the balance between the existing sectors of education. Perhaps we can establish a common system of financing, which, within sectoral boundaries, and in each institution respond to market in determining its pattern of activities. Or we could decide that there shall be no general support for new in the universities, but specific grants.

For the moment we can consider the consequences of the present system of higher education for the rest of education. If there is no doubt that it is expensive, the cost of educating a university student is higher than the comparable figure in the public sector. Money is not spent twice, and that means that there is less for schools and non-advanced education. The sums are not vast, but the university budget for 1976 was (at 1976 prices) £844m, if as well as current expenditure included.

Second, because there is a scarcity of institutions and a high research-oriented, university the most able school pupils inevitably drawn towards the academic and the less practical, brightest of our next generation managers and of our civil servants do not take overtly vocational courses, and least of all courses offering industrial experience. The schools themselves are not but bow to the prevailing mood. The solution to these problems will not be found this year.

Next, but there is a problem of demands on immediate attention. The vice-chancellor of the University of London, Lord Horder, said the board did not attempt to change any of the handbooks because they wanted to give the schools maximum freedom to describe themselves.

The references did not preclude a boy or girl from following a particular subject. It merely means that there are special courses for special needs.

Descriptions of all the secondary education in Northern Ireland appear in 16 to 19-year-olds, thereby encouraging the area boards to guide the first year of the current higher education. The current controversy about university funding conceals fundamental policy issues.

Announcing a new addition to the Keep Britain Tidy Group Education Programme.

A learning kit for use by teachers with children 7-9.

Following the success of the environmental learning kits for children of 10-11, the Keep Britain Tidy Schools Research Project at Brighton Polytechnic have now produced a new kit for 7-9 year olds as the second stage of the KBTG Education Programme.

Both kits aim to give children an understanding of a responsible attitude towards litter and related problems in the local environment.

The project adopts an environmental studies approach. Children start by studying their local litter problem—how it affects their environment and how it can be avoided. Later they work on topics like packaging, recycling and refuse disposal and lead on to the wider issues of planning, waste and pollution. Interesting and practical exercises encourage the development of study and social skills through interdisciplinary project work linked to maths, science, history, art, drama and crafts.

Each kit contains a teachers handbook, work cards (laminated for durability), a film strip and notes, three wallcharts, litter prevention posters plus an initial supply of plastic gloves to protect the children handling litter. Enough material to involve a class of 35-40 children in activities lasting up to a term.

Both kits and a Welsh version of the 10-11 kit are available from Keep Britain Tidy Group, 37 West Street, Brighton BN1 2RE. Each kit costs £8 plus 80p p&p.

Keep Britain Tidy Group



NFER Publishing Company Ltd.,

Darville House,

2 Oxford Road East,

WINDSOR, Berks, SL4 1DF.



SPECIAL ANNOUNCEMENTS

UNILATERAL APPOINTMENTS 1978-79

AUSTRIA, BAVARIA, DENMARK

Teachers will be required to teach English language and literature at secondary level. Preference is given to applicants qualified to teach Modern Languages, English or English as a Foreign Language. Applications from teachers of other subjects with relevant experience will be considered. Salary is received from the foreign authority.

AUSTRIA

Applicants must be native speakers of English. They should be fully qualified secondary teachers with at least five years' experience. Minimum age 24. Fluency in the German language essential. Salary: AS 12,365 per month. Appointments are in all types of secondary school.

BAVARIA

Applicants must be native speakers of English, holding a degree and teaching certificate with at least two years' secondary teaching experience. Minimum age 24. Fluency in the German language essential. Salary: DM 2,220-DM 2,843 approximately per month. Appointments are in Gymnasien.

DENMARK

Applicants must be fully qualified teachers with at least two years' experience teaching in the 11-17 age range. They should be single, aged between 25-35. Knowledge of Danish language not required. Salary: Dkr 73,328-Dkr 82,820 per annum. Appointments are to a school district; teachers will serve in a number of Folkeskolen in the district. Full details and application forms (please specify country of interest) available from:

Teacher and School Exchange Department (UA/ABD)

THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

England and Wales: 43 Dorset Street, London W1H 3FN. Tel: 01-486 5101.
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 4HD. Tel: 031-447 8024.
Northern Ireland: Rathgael House, Balloo Road, Bangor, Co. Down. Tel: 0247 68311. Department of Education for Northern Ireland.

MODERN LANGUAGES RELATED STUDIES

An exciting opportunity for teachers/lecturers currently serving in British secondary/tertiary establishments to exchange their post for a year or a term with a colleague in

FRANCE GERMANY SPAIN

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• Dependents' grants for full year exchanges (France and Germany).
• Return second-class travel for exchange teacher (financial assistance to make preliminary visit) (France and Germany).
• Induction Course. Teachers' pack.

Your pupils/students will have the advantage of being taught by a native speaker while you are away. You will have the chance to renew your fluency in the language you teach and update your knowledge of the country. Your post is secure in your absence. Full details and application forms (please specify country) available from:

Teacher and School Exchange Department (ref: Eur/K/Ed).

The Central Bureau for Educational Visits and Exchanges

England and Wales: 43 Dorset Street, London W1H 3FN. Tel: 01-486 5101. Department of Education and Science.
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 4HD. Tel: 031-447 8024. Scottish Education Department.

Northern Ireland: Rathgael House, Balloo Road, Bangor, Co. Down. Tel: 0247 68311. Department of Education for Northern Ireland.

PROFILE

Dudley Fiske: cool clout of a chief among chiefs

Dudley Fiske, chief education officer for Manchester, who takes over the presidency of the Society of Education Officers next week, is one of the younger members of his profession to hold that office. At only 49, he has still managed to put in 10 years as Manchester's chief officer, after a meteoric career through the ranks from his first job as an administrative assistant in East Sussex via Berkshire and Leeds (where he was deputy).

He took over in Manchester in 1968, just after the Labour Party had finally pushed through a comprehensive scheme (though it took another decade to finish the job with the Roman Catholic schools) and had promptly been succeeded by the Tories.

Dame Kathleen Ollerenshaw, his first chairman, saw it as part of her job to brief him on every aspect of Manchester's self-conscious civic tradition. She alerted him to the acute personal rivalries on both sides of the political divide, which were laid out like a minefield in the path of an in-coming CEO, while at the same time, impressing on him that he was expected to have broader horizons than the city limits.

You get the impression, talking to those who watched him find his touch, that Dudley Fiske was born with well developed antennae for just such a situation. His first task was to pilot through the plans for Manchester Polytechnic and persuade an obstinate local education authority to fall in with the demand of the then Minister of State (Shirley Williams) that they should allow the polytechnic governors much more freedom than the city fathers wanted. The 50 meetings this entailed were his baptism of fire. In passing through it, he established his local credentials as well as quickly learning a good deal about Manchester's complicated chemistry and self-regard.

He also seems to have established early on a style and manner which enabled him to maintain a friendly relationship with politicians in both parties, while preserving consciously and by design a distance between himself and his office and themselves and theirs. Local councillors say they find him very reserved: it is not the impression he gives to journalists but it is clearly one way in which he has coped with the stress which faced a youthful newcomer in the hurly burly of Manchester's public life.

He is, in fact, an extremely thorough administrator who calculates every move and manages his own persona with great care, as part of his job of managing a local education service. What does he do when he's not being chief education officer, you ask. Season tickets for Manchester United, the Royal Exchange Theatre and the Halle provide the answer in terms of family interests and local culture, while at the same time underpinning admirably the image of a local public figure lighting a dutiful candle to the local household gods.

One of the jobs of the president of the Society of Education Officers is to project a contemporary model of educational administration. The stereotypes have been changing, as the job itself has changed. It isn't only no dominion which suggests there are fewer prophets about. Who has picked up Alec Clegg's mantle? John Tomlinson? Peter Newsam as he wrestles with the London Leviathan? And fewer administrative juggernauts, too. Lord Alexander has moved off the scene in unhappy circumstances. Sir Lionel Russell's magisterial presence has had, as yet, no obvious successor.

Roy Harding, the Buckinghamshire CEO who has been president of the SEO during the past year, sounded off vigorously on behalf of the education service beset by hostile pressures



within local government. But his note of conformist fervour is that of a man whose furrow is hard to till, whose own manoeuvre is cribb'd, cabined and confined by unrelenting politics and the battles of city management.

Dudley Fiske presents a cool but not cold image to the world. Manchester has expected chief education officer to speak out and take part in national policy-making (always providing did not suddenly steal the limelight from local personalities). In 1975 he caused some of a sensation with his Lady Simon of Walsingham lecture, when he laid about him in sure terms on the educational consequences of local government reorganization and the clerks, treasurers and the other local and departmental chiefs ganged up against education. This caused no stir among Manchester's educational establishment, but the Association of Municipal Authorities took fright at the headlines for a while threatened to dump him as an advocate.

In his calculated way he has chosen his words and his occasions, with care and timing, for the effect both nationally and locally. He had, for example, already moved a long way to bring the question of shrinking school and parental choice at the secondary stage up to the local agenda before using a paper to the DES conference on comprehensive schools in York, to highlight it nationally (and further local plans as well). Manchester's 1977 secondary intake filled only 195 of the city's 205 Form entry. By 1985, the estimate is that this will have dropped to no more than 130, with all the implications this must bring if schools are allowed to close down or be sustained simply by the choices of parents.

At a more mundane level, he has the reputation of being open and available to his staff, delegating real responsibility and expecting a high level of performance in return. By his periodic visits and regular heads' meetings, tries to maintain a personal contact through the school system, without kidding himself anybody else that he can do the job for Manchester maintains a staff of inspectors. As he moves into the SEO slot, expect to see works, but an articulate presentation of the professional educational administrator's view, an irresistible urge to be on the side of the union and good sense for as much of the time as possible.

Stuart Mack

Bilingual science

The European Commission in Brussels is to give the University of Sussex £2,350 to encourage a scheme for producing scientists fluent in French or German.

The university started four-year degree courses this year in which students get instruction in languages as well as physics or chemistry. They also spend one of the four years at a French or German university.

SPECIAL ANNOUNCEMENTS

Make it Count

Basic numeracy Workbook £1.50 + 42p p & p.
Puzzles, 55p + 18p p & p. Game £1.25 + 25p p & p.
Tutor's Manual 75p, Tutor Training Kit £1.

NATIONAL EXTENSION COLLEGE
Dept 14, 131 Hills Road, Cambridge CB2 1PD

Maths and science 'should have quarter share of curriculum'

by Bob Doe

Science and maths should constitute at least a quarter of the secondary school curriculum, and some physics should be taught to all pupils, the physicist's professional body has told the Department of Education and Science.

A report from the education committee of the Institute of Physics says: "The institute believes that every child should come into contact with some physics during his or her compulsory school lifetime because physics remains the foundation of science and technology."

"They are against the idea of integrated or combined science courses for all after the first two years of secondary schooling. "We think it imperative that opportunity be provided at this stage for separate subject study of the sciences."

"We believe there to be general agreement that there ought to be an irreducible minimum of science at secondary school even for the least able," says the report. There should be a core syllabus for all, though treatment of topics in it would not be the same for all abilities. This should be supplemented by additional work and options.

The quarter of the timetable set aside for mathematics and science was a minimum that all should get. Those with a major interest in

science should spend more than a quarter of their time in these subjects, in years four and five.

Of mixed ability grouping for mathematics and science the report says: "There is strong support in the institute for the streamed situation, but we realize that this represents the view of those who have been successful under such a scheme."

There were competent and conscientious teachers dedicated to mixed ability teaching, but generally it should be used only with great caution. It was particularly difficult to operate in structured subjects like maths and science and should not be imposed on teachers from above.

The report calls for a rigorous, systematic and complete evaluation of mixed ability working.

"This report was prepared before the Government's Green Paper on education was published and in response to the discussion document *Education for all* issued by the DES last year. Professor O. S. Heavens, the institute's vice-president for education, said he was confident there would have been no significant differences in the report if it had been written after the green paper, which he called this generation's congenial, easy-going commentary."

Brighter job prospects for next batch of graduates

by Bert Lodge

Though more graduates will be leaving universities this summer than last, their chances of getting jobs are brighter than for the past three years. There are more—and better—opportunities in commerce and industry than in the public sector, and more of them are open to non-technical graduates.

The Standing Conference of Employers of Graduates says the demand for graduates this year will be 20 per cent up on last year, when the demand was only 4 per cent above that for 1976.

It predicts that the 38,000 first degree and 7,000 higher degree holders will find the biggest opportunities in manufacturing industries. These have not only increased their demand for the second year running by about 30 per cent, but are now offering starting salaries above the average of other employers.

This confirms the swing away from the public sector, where when jobs in the public sector were paying more to new graduates.

The overall increase in jobs in commerce is from 10 to 15 per cent. Despite cuts in public expenditure, opportunities in local government, the Civil Service and public utilities have not dropped to the degree predicted last year.

"As the year moved on," says the organization's report, "Civil Service recruitment picked up, partly reflecting the need for more staff to cope with the social consequences of unemployment. There

were also signs of local authorities recruiting specialists for departments dealing with financial control and the needs of industry."

Recruitment in the public utilities has also picked up sharply while commercial employers are wanting 10 to 15 per cent more new graduates. A further increase of 15 per cent is also forecast in the demand for accountants.

The shortage of engineers is forcing firms to recruit graduates in pure science. Of the expanded opportunities for arts and humanities graduates, the organization says: "In many of these jobs as with others, personal qualities weigh heavily. Many jobs also require some degree of numeracy although not necessarily at degree level."

The survey notes that applications for teacher training places from graduates were 10 per cent down last month compared with December, 1976, indicating "a continued over-reaction to reports of teacher unemployment."

"In fact, there is evidence that qualified graduates training places from graduates were 10 per cent down last month compared with December, 1976, indicating "a continued over-reaction to reports of teacher unemployment."

Graduates disappointed in their first choice of career are advised to look at computer programming, production management, the armed services, industrial accounting, police and fire services, marketing, purchasing and selling.

Infants under investigation

The Schools Council is moving out of school-nursery school at least—and considering children at home in a new £79,000 project on links between pre-school and infant school.

The project will be directed by Mr Phil Clift of the National Foundation for Educational Research, who will mastermind a three-pronged three-year attack on continuity in young children's education.

The first part was dreamed up some time ago by the Department of Education and Science in the short-lived post-White Paper days when nursery expansion was firmly on the timetable. It will study children between the ages of three and eight as they move from non-ventricular nursery schooling into primary school, and move from class to class in the primaries.

The second Schools Council part

will be an action research project based on about 20 infant schools wanting to experiment with building closer links with all the people who look after young children.

Finally, the NFER itself has just decided to fund a third part of the project with around £53,000. This team will study children in different pre-school settings.

• **Flexible nursery teachers** are holding up the closer integration of voluntary and professional pre-school education, a report from the Social Research Council claimed this week.

• **Cooperation in Pre-school Education**, by Miss Joyce Watt from Aberdeen University Education Department, calls for more coordination between nursery classes, day nurseries, playgroups, child minders and children's centres.

• **Cooperation in Pre-school Education**, by Miss Joyce Watt, published by the SNCR, price £1.50.

Students seek new leader

The half-dozen political group in the National Union of Students are currently choosing their candidate for the presidential elections this spring brought about by the resignation of Miss Sue Slipman.

Miss Slipman, 28, a member of the Communist Party executive, is the first woman president of the NUS. Her decision to stand down after only one year is also unprecedented. All previous presidents have served for two years. But she said this week that she had largely achieved her ambition of making the union a much more credible force in society and she thought it was time for a new leader.

Nominations for the presidency have to be in by February 3. The choice of the broad left, the Marxist coalition of Communists, Labour Party members and non-aligned socialists which dominates

the NUS executive, is expected to be Mr Trevor Phillips. If elected he would be the union's first black president.

The deputy president of the union, Mr Peter Ashby, also a member of the broad left, is ineligible for election because of the rule that candidates must have been full-time students during the 24 months preceding election.

The Federation of Conservative Students, one of the largest political groups in the NUS with almost 20,000 members, meets on January 28 to choose its candidate. Mr David Wilks, current president, is a possible nomination.

Mr Mike Capes, organizer of the National Organization of Labour Students, said this week that their policy was not yet decided but they might support the broad Left candidate.



Trevor Phillips.

More action on housing, says NUS

Tenants renting privately owned property should be able to get grants for carrying out improvements that the landlord cannot or will not do, says the National Union of Students in its reply to the recent Green Paper on housing.

It also calls on the Government to provide further guidance on the use of land belonging to colleges and universities for the provision of

housing for students and other young people.

More students in higher education are in privately rented accommodation than in any other form of lodging, the union says. Such tenants should be eligible for mandatory grants to carry out repairs where the landlord is uncooperative. But there should be no opportunity for the landlord to increase rents on change of tenancy.

It observes that at least six universities are currently negotiating with housing associations to provide accommodation for students on university land and urges more encouragement towards this in the form of further guidance from the Government.

Housing for students and young people, NUS, 302 Pentonville Road, London, NW1.

COMPETITION FOR 'A' LEVEL STUDENTS

50 WINNERS WILL TOUR EUROPE

Here is a wonderful opportunity for your students to win a place on our European Tour. A trip to remember for the rest of their lives.

All they have to do is write an interesting, well thought out essay of between 1500 and 2000 words on one of the following subjects:-

1. A World without Banks.
2. A short story in which a journey, a debt, a conspiracy and fog all play a part.
3. Is it better to spend on a wanton but fulfilling youth or to save for a secure old age?

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The winners of the first 50 prizes will win a place on our two week summer tour including visits to Brussels, Paris, Munich, Lucerne before flying back from Venice. Educational as well as exciting, a truly memorable and valuable two weeks.

300 CASH PRIZES

The 50 runners up will receive cash prizes of £100 each and 250 prizes of £20 will be awarded to writers of 'commended' essays. In addition, 350 book awards of £10 will be given to the schools represented by Prize-winners.

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BARCLAYS



School
to
work

Tyneside staff to work on factory floor

Careers teachers in the north-east of England have been offered the chance to gain at least six months' experience of industry as workers at two Tyneside firms.

The firms, Branna Glass Works, based at the Team Valley Trading Estate, south of Newcastle, and International Paints Company of Felling, co Durham, says teachers would work alongside other workers.

The initiative came at a one-day conference of 380 representatives of education and industry at Newcastle Civic Centre.

Mr C. J. Abraham, director of manufacturing at Branna Tyneside, said the firm could place two or three teachers at any time. They would work as operators, but be given experience in several departments.

Last summer, Mr Jim McDowell, careers master at Eglon Senior High School, Gateshead, asked the firm for a job as a student operator during the six-week summer holiday. "We were over the moon with the idea," said Mr Abraham, "and delighted with the way it worked out. We're now open to offers."

The other firm would take one teacher for a start. Mr Terry Lemon, the managing director, said: "We have had pupils and trainee teachers on visits. Now we would like a careers teacher to join us."

"Ideally it would be for between six months and a year. After four to six months, the teacher could not only gain experience which would help his pupils, but he would be able to put something back into the firm." The teacher could also join the firm's training team and sit in as an observer on the works council.

Mr Leslie Thickfield, Parliamentary Under-Secretary of State for Industry, told the conference that education had been hyping the needs of industry. "Between 1968 and 1975, the growth in output of first-degree graduates was nearly 32 per cent for arts and social science; 16 per cent for pure science; and only eight per cent for engineering and technology."

There should, he said, be greater involvement by trade unions in schools. Science teachers should use local industry in the classroom and welcome trade union convenors and shop stewards, possibly as assistants to craft teachers.

The group's conclusions are based on what appears to be the most comprehensive analysis so far undertaken of education and training within an L.E.A. Although it surveys only the establishments—further education colleges, Government skillcentres, and industrial training boards—in its own area, many of its observations will be seen as likely to apply throughout the country.

The system in Coventry, the re-

Holland scheme ready for off

The Holland programme for jobless school leavers will begin country-wide on April 1 and is now becoming clear that the education service will play a much bigger part in running the scheme than it thought.

Mr Geoffrey Holland, the head of special programmes for the Manpower Services Commission, has told chief education officers that they are likely to be providing places for at least half the young people participating, and that the man-

be as much as three quarters. Mr Robert Aiken, Coventry's director of education, who was closely involved with the commission in pilot studies and discussions, said this week, however, that the weak representation given to L.E.A.s, at the boards controlling the programme may still prevent them being able to contribute on this scale.

The commission itself is more cagey. Mr Holland's deputy, Mr Peter Tansley, agreed that the education service would be involved in making the arrangements or actively running projects and courses for the bulk of the participants. But he insisted there would be no question of education officials dominating the planning of such areas' programme, which will be in the hands

of an area board on which education has only a minority representation. The chairman of each of the 28 area boards covering the country have now all been chosen, and it is expected that the remaining members will be appointed in time for all the boards to hold meetings next month. The commission will press every board to complete a plan for activities in its area before April, even if the plan has to be modified later in the year.

The commission has also decided on the make-up of the national board which will decide policy and issue guidelines for the programme. It will be called the Special Programme Board and will have 15 members in addition to its head, Mr Richard O'Brien, who is the commission's chairman.

The most powerful groups will be the TUC and the CBI, who will have three representatives each, but local governments will come next, with a representative each from the Association of County Councils, the Association of Metropolitan Authorities, and their Scottish equivalent, the Convention of Scottish Local Authorities; a director of education; and a principal careers officer. The local government groups are likely to agree on many issues

with two other members who represent the voluntary bodies and the youth organizations. The commission's director, Mr John Cassels, and Mr Holland himself will also sit as ex-officio members.

All the area offices to run the programme are already opened, although none is yet fully staffed. Careers officers and education officers are joining Mr Holland and his assistants in helping to train the new recruits to the teams, who are undergoing intensive courses.

The commission will not be open to the criticism made of earlier work experience teams that they had no women executives although they were running an activity which involved more girls than boys. One of the new area managers is a woman, and so are a number of the leaders of the teams which will co-ordinate the projects.

A handful of young people are already drawing their £18 a week from the Holland programme in advance of its formal opening. They are 65 youngsters on Merseyside and 20 in Bristol who are taking part in pilot schemes already in operation for the new community service scheme. They are likely to be joined by a number of other groups, including several in Coventry, in the next few weeks.

competition with each other. Schools tend to resent preaching by colleges of sixth formers.

Whatever informal links might exist, the group could find no evidence of formal relationships between colleges and training boards or skillcentres.

For students already in jobs, the colleges provided an adequate service, achieving consistent and impressively high success rates in vocational qualifications. But, in a 20 per cent sample of O and A level leavers from full-time sponsored courses, there was a low overall pattern of exam success, with a very high number of students too bad to be classified.

The schools were heavily biased in favour of arts and social subjects, with twice as many entering for O and A levels in these subjects as for sciences and practical skills.

The group found, however, that there was a low correlation between the subjects studied by fifth-year leavers and their job choice.

The group concludes that, while it is important not to underestimate the extent of cooperation between the education authority and the training services agency, the system as a whole requires improvement.

In the short term, steps should be taken to get more information about requirements, to involve more closely all those concerned, to iron out obstacles such as conflicting payment systems.

Mark Jackson

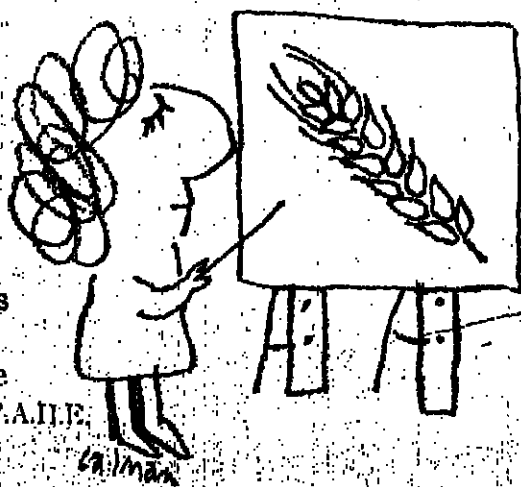
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For further information please contact Miss Gillian Niblock, Lectures' Organiser, The Flour Advisory Bureau, 21 Arlington St., London SW1A 1RN. Tel: 01-493 2521.



People

Mr John Herbert, head of Loughborough Comprehensive School, North Leicestershire, is to be the 1978 President of the Welsh Secondary Schools Association.

Mr Peter Daly, senior assistant education officer (secondary), Shire, is to be area education officer, Gloucestershire.

Schools

Mr Roy Alcock, deputy headmaster of Oak Bank School, Leighton Buzzard, Bedfordshire, is to be head of Minor School, Stevenage, Herts.

Mr Lawrence Bryant is to be head of The Giles JM School, Sharncliffe, Leicestershire.

Mr M. J. A. Jones is to be headmaster of Mary's JM School, Weymouth, Dorset.

Mr D. J. Farrant, housemaster of head of English at Merthyr Castle School, Edinburgh, is to be head of Shawmigan Lake School, British Columbia, Canada.

Mr Raymond Geoffrey Lane of Taunton School, to be head of Durham Cathedral Chorister School in September.

Mr Geoffrey John Timm, headmaster and head of modern studies, Bishop's Stortford School, Hertfordshire, is to be head of St John's School, Oxford.

Mr R. G. Wimberley, acting head of St Joseph's School, Oxford.

Universities

Professor R. K. Follett is to be head of the department of zoology, University of Bristol.

Dr J. R. Webster is to be head of the department of education at the University of Wales, Aberystwyth.

In brief

Golden Jubilee

Home economics has established itself as a school subject and its place on the curriculum of the Association of Teachers of Domestic Science, in its 50th anniversary issue. But time also during the school week may not be enough, it says, to ensure the formation of good food and money management and family life is an important and wide educational course must be made available for both sexes.

Rights guide

A guide to welfare state for students has been produced by the Child Poverty Action Group, which includes a section on school students over 16 and on leavers, gives full details of insurance and supplementary benefits, family income supplement, and full details of allowances and tax allowances and payment of CPAG Rights Guide No 2, 1st edition, 1 Mucklin Street, London W50P.

Vac work

The Central Bureau for Educational Visits and Exchanges has produced the 1978 edition of Working Days, a directory of work opportunities in more than 50 countries. The directory includes jobs for qualified and unqualified people. Available from the Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London, W1P 8SP.

Eton scholarship

Eton College is to widen its scholarship catchment area to include Hampshire and Sussex in 1978. The scheme is open to boys attending county voluntary primary schools living in Hertfordshire, Bedfordshire, Oxfordshire, Berkshire, Surrey, Kent and the Borough of Hillingdon. Six scholarships are awarded annually on basis of an exam in March. Awards are made on the basis of academic achievement. Boys must be 11 years old but under 13 on the September 1 of the year of exam. Further information from the Registrar, Eton College, Windsor, Berkshire, to be returned March 1, 1978.

Sport



Chris Wreghitt: eyes on university.

Karen holds all the aces

It was a highly frustrating start to 1978 for Sally Leadbeater, but a very successful one again for Karen Bridge. The two girls met in three finals of the All-England under-18 badminton championships at Watford. Miss Bridge won all three.

Karen, 17, of Wallington High School, Surrey, made it a hat-trick of singles titles when she won 2-11, 11-1, 11-4. Her wins in the doubles gave her a second successive "triple crown". Miss Bridge paired up with the boys' champion, Andy Gonde (Herts) to beat Miss Leadbeater (Guernsey Ladies' College) and Nick Yates (London) 15-10, 15-4 in the mixed doubles.

She and Gillian Clark (Ashford School, Kent), recent winner of the schools under-16 championship, beat Miss Leadbeater and Nancy Rollason (Warwickshire) 15-9, 15-6.

Miss Bridge, who has been winning national school and junior titles every year since 1973, moves out of the junior ranks next year, for which Miss Leadbeater must be truly thankful.

Even so Gillian Clark, who usually gets the better of their encounters, will be around to thwart the Guernsey girl, if possible.

Andy Gonde, who has also been winning championships for several years, was runner-up last year. At Watford he beat Stephen Baddley (Sussex) 15-11, 15-10.

There was a surprise in the boys' doubles when top seeds, Londoners Nick Yates and Chris Back were beaten 9-15, 15-1, 13-7 by the unseeded Derbyshire pair, Darren Rod-buck and Chris Featherstone.

England's schoolgirl basketballers begin their home international championship campaign against Wales in Cardiff tonight with only a handful of the girls who played last year.

Four of last season's under-15 "caps" have been chosen again—Dawn Hall and Loraine Ellis, both at Firch Park School, Sheffield, Joycelyn Phillips (Plasch School, Newham, London) and 6ft plus Sheena Jubb (Hemel Hempstead School, Herts).

Two survivors from last year's under-17 squad—Wai Wang Tang (Haverling Technical College) and Susan Thwaites (The Loggatts School, Watford).

The other eight members of the junior selection are Denise Jordan (Dayncourt Comprehensive School, Ratcliffe-on-Trent), Elizabeth Stokes (Pennywell Comprehensive, Sunderland), Valerie Watson (Hustler Comprehensive, Middlesbrough), Christine Brodie (St Thomas RC School, Middlesbrough), Lindsey Wynne (Dunelm School, Malden, Essex), Sara Jackson (Essex), and

given special service to their school and fellow students through PE—who not only compete but help the younger children learn and enjoy skilful PE activities.

Citations for the Silver Jubilee trophies to be awarded are submitted through and teachers. Last-minute thoughts and nominations must reach the association by January 31.

The Physical Education Association has been inundated with citations for the "model" pupil of the year, says the general secretary, Mr Peter Sebastian.

The idea "seems to have caught the imagination of a large number of heads, he says. The campaign, launched in the autumn, is to publicize and reward senior boys and girls who have

Head boy goes ahead even of the cyclo-cross professionals

by Stanley Levenson

Chris Wreghitt, head boy of Loughborough Grammar School, is today head boy of British cyclo-cross racing. In a feat unparalleled in this event, he beat Britain's top professionals and amateurs in an exciting finish to the national championship, sponsored by The Daily Telegraph, at Sutton Coldfield on Sunday.

And this coming Sunday, at Bilbao, Spain, he tries his luck in the world championship. Only a sensational upset could bring him victory, but Wreghitt hopes to improve on last year's 28th placing, which, at any rate, was the highest by a British amateur.

Then it's back to school—he has been away in Belgium for the past few weeks—to ensure his university place. Wreghitt has four A levels—

in history, French, geography and general studies—but has yet to clinch a berth at university, where he wants to read history and international relations.

If he is accepted soon, he intends to leave school at Easter and spend a large part of the summer taking part in road races. But if his A level grades need improving, life in the saddle will be relegated to second place.

At university he intends to continue cyclo-cross, which is the branch of the sport he has preferred during the past two years. Indeed, his stay in Belgium was as much to sharpen up his cycling as polish up his French.

Although only 19, Wreghitt is something of a cycling veteran. In 1970 he won the Midlands and

national English Schools' Cycling Association titles in the under-12 group and has been competing with a regular accumulation of trophies since then.

Nothing, though, as grand as his new title, which included victory over the reigning champion John Atkins, who had won the race 11 times.

The Sutton Coldfield event began badly for Wreghitt. In the opening lap he broke a pedal crank and lost a few places while he changed to a new bike.

But after a couple of miles he was back up in the front with Atkins. The 35-year-old professional used all his skill and experience to try to lose his young rival, but Wreghitt kept going.

At the finish it looked as if Atkins would succeed but Wreghitt, not known for his finishing sprint, produced one this time and snatched victory in the last 10 yards.

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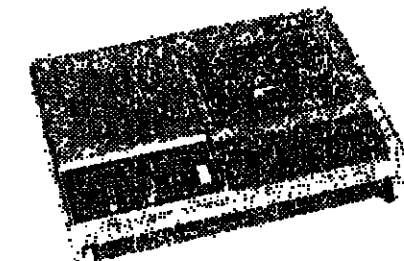
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John Gardner on China's new look at the Cultural Revolution

Putting the clock back to 'elitism'

A major article in the December *Red Flag* has given a radical reinterpretation of the Cultural Revolution in education.

Written by the "mass criticism group" of the Ministry of Education, the article makes some surprising claims. It states in effect that Mao Tse-tung did not think there was too much wrong with education in the 17 years before the Cultural Revolution.

At times there may have been errors and deviations from the "proletarian" line. But these were generally localized and limited, and the officials responsible were often quick to reform themselves during the Cultural Revolution.

The article recognizes that many people may have formed a different impression, and goes to great lengths to explain why confusion should have arisen. As one might expect, it is really the fault of the "gang of four".

From 1966 onwards, they distorted Mao's instructions and exaggerated his criticisms of educational shortcomings. In 1971 they put forward "two evaluations" in which they asserted first, that in the "17 years" education was dominated by "the bourgeoisie", and, secondly, that most teachers and students trained in that period were fundamentally "bourgeois" in outlook, and could not be trusted.

Chairman Mao rejected these "absurdities" in the summer of 1971, and stated that criticism of the past must not be overdone. The "gang", however, refused to pass on his instructions, and until their arrest, distorted Chinese education by the utmost excesses.

The long article is the most important statement on education to be published since the arrest of the "gang" in October 1976. Since that time educational policy has moved steadily away from the extremes which were so heavily emphasized in the Cultural Revolution, and it would now seem, what at first looked like a limited move to correct ultra-leftism, has, in fact, been taken in the extent of re-statement.

Italy

School street fighting grows

from Daibert Hallenstein

Rome's secondary schools have been hit by a growing wave of violence over the past six months. Much of the violence is the result of street attacks by gangs of neo-fascist youths on young left-wing militants who often respond in kind.

The attacks tend to happen before and after school and are receiving little attention in the Italian press which is currently swamped with more spectacular types of violence—bombings, kidnappings and political assassination. Most of the attacks are taking place in the streets near left-wing schools.

Right-wing violence in Rome's schools reached a climax in the period leading up to last month's school district elections. Left-wing pupils were beaten up, a high school was burnt down, and a week before the elections, a theatre was set alight an hour before an election meeting of left-wing parents was to have taken place.

The disturbances appear, for the moment, to be mainly confined to Rome which, despite its present left-wing city administration, has a high concentration of neo-fascist sympathizers, and a magistracy sympathetic to the right. Very few of the young neo-fascists charged with violence over the past few years have been condemned in court.

ing virtually all the policies of the elite early sixties.

As everything in China must be justified in terms of Mao Tse-tung's revolutionary line, it is essential to claim that pre-Cultural Revolution policies had his approval. This exercise has caused the article's writers considerable problems.

Their interpretation can be summarized up to a point: the criticisms Mao made in the mid-sixties were exaggerated by others. For example, in a famous 1964 statement in which he criticized such elitist phenomena as extremely lengthy university courses and an examination system which treated students as "objects" to be attacked, Mao made it plain he was criticizing methods and that the general direction of educational policy was not too bad. As *Red Flag* points out, this important qualification was deleted from versions of his speech circulated among the Red Guards after 1966.

However, the article is on less firm ground when it claims, for example, that a series of regulations for universities, middle schools and primary schools, drawn up in 1964, were fundamentally correct and that Mao formally approved them.

These regulations, in fact, were specifically designed to modify substantially a "Revolution in Education" launched by Mao in the Great Leap Forward of 1958-9. They replaced emphasis on "mass" involvement and productive labour with an insistence that academic standards be raised.

Students were told at the time that putting "politics in command" was being achieved, becoming a part of the country's economic construction. As a consequence, Chinese education became highly elitist with "centres of excellence" at all levels. To claim, as *Red Flag* does, that these regulations were a "verification" of Mao's Revolution in Education is clearly quite at odds with the fact that from 1964 onwards Mao was critical of the very developments which they inevitably produced.

The article also uses statistics which do not fully support the contention that the educational system in the early sixties was being run in accordance with Mao's principles. Although the statistics seem accurate enough, they conceal rather than illuminate a number of key issues. It is claimed, for example, that on the eve of the Cultural Revolution 77.9 per cent of middle school students and 64.6 per cent of university students came from worker and peasant backgrounds. This indicates a massive improvement in educational opportunity in general, but does not prove that equality of opportunity had been achieved.

In the Cultural Revolution a complaint was not so much a denied access to education as earlier, that a "two-track" system operated, with workers and peasants getting far less than a fair share of places in the schools and universities.

Similarly, the statistics are misleading in stating that "only" 1 per cent of university students were from "exploiting" backgrounds. Real "exploiters", like ex-hands were only a tiny minority of the general population. In any case, real complaints were that party state bureaucrats (including intellectuals) were becoming a "class" and were passing on their privileges to their children by their access to quality education.

The latest statistics are slightly at odds with the fact that in 1965 and 1966 were from 60 per cent families.



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As the school year begins in South Africa, Martin Feinstein looks at the continuing troubles in the black townships

Will 1978 be another 'lost' year?

For at least 30,000 black children, 1977 will be looked back on as a missing year in high school education.

With the start of the 1978 school year this month, there are still no signs of a change in the government's education policy, which has left black schools in chaos following widespread student boycotts and teacher resignations.

Field in protest against the Bantu education system, and the way in which it has been administered by the outgoing Minister of Bantu Education, Mr. M. C. Botha, the boycotts and resignations have at times involved as many as 196,000 students and 400 teachers.

No successor to Mr. Botha, due to retire this month, has yet been named but early hopes that the new minister would introduce much-needed changes have dropped with the firm policy statement from the Secretary of Bantu Education, Mr. Gideon Rensburg, that no changes will be made this year.

Amidst calls from among others, the African Teachers' Association of South Africa (ATASA), the powerful Soweto Residents Committee to overhaul Bantu education syllabuses as well as the department's attitude to black education, Mr. Rensburg said that the government would direct its attention to improving teacher qualifications in 1978, rather than make any far-reaching changes to the system itself.

Mr. Rensburg also dealt a surprising blow to parents on school committees, who had been promised increased participation in the running of township schools, by saying that "it is not for students' and parents' bodies to decide what must be done".

Arguing against the Bantu Education Department's abolition, or its amalgamation with its white counterpart, Mr. Botha has said that syllabuses in black schools are in the main identical to those used in the white Education Department—with the difference "mainly in the word Bantu"—and that black pupils write basically the same examinations as whites.

There may well be fewer students to teach in 1978, particularly in

Soweto. Following the outbreak of urban black unrest in June, 1976, when hundreds of Soweto students fled the country, black students have begun looking elsewhere for their high school education.

Ghana, one of several African countries to do so, is offering 150 scholarships, and over 400 students are presently studying in Nigeria. Hundreds more are reported to be hoping for study opportunities in Britain and the United States as "educational refugees". Soweto

Black reforms turned down

CAPE TOWN
The country's main African teaching union and leading Soweto educationists have come away empty-handed from talks with the retiring Minister of Bantu Education, Mr. M. C. Botha.

The 22,000-member African Teachers' Association of South Africa (ATASA) and the Soweto Residents Committee described the talks as free and frank, but said that all their demands for change had been rejected.

The delegations had sent Mr. Botha a comprehensive memorandum calling for the abolition of the Bantu Education Department, with control of black education switching to the Department of National Education, the institution of free and compulsory African education and the equalization of educational expenditure between Africans and whites.

The talks were aimed at getting enough concessions to end the 18-month-old school boycott, which is now expected to continue.

In answer to an ATASA request that a senior certificate be made the minimum teacher training qualification, Mr. Botha said that the Department was "already moving in that direction". Similarly, he told delegates who had requested radical changes in the discrepancies between white and African salaries that the government "is progressively narrowing such discrepancies".

There may well be fewer students to teach in 1978, particularly in

Australia

OECD report highlights rise in youth joblessness

from John Kirkaldy

SYDNEY
A report from the Organization for Economic Cooperation and Development (OECD) shows that Australia has more young people out of work and fewer receiving tertiary education than most other western industrialized countries.

The report, *Education and Working Life*, was by the Centre for Educational Research and Innovation, the OECD's educational think-tank (TES, December 9, 1977).

Its two major areas of study were measures to improve the transition from school to employment and to find effective ways to use the levels of education and training to the labour force for employment.

According to the report Australia had 186,000 people between 15 and 24 out of work during the first half of 1977. This represents 33 young people unemployed for every 100 adults out of work. The only OECD countries with poorer figures were Italy, Spain and Britain.

In 1975, the latest year for which world-wide statistics were available, only five Australians out of every 100 between 20 and 24 were in higher education. In this category Australia was last and compared badly with the leading nations Finland (23), United States (22) and Norway (19).

In comparable figures for schools, Australia did little better, only 46 per cent of Australian

children between 15 and 19 were attending school in 1975. This was the OECD's fifth worst, with only Austria, Italy, Spain and Britain lower on the table. Leaders in this category were Japan (76 per cent) and the United States (72 per cent).

The survey underlines problems which are causing concern to politicians, educationists and the business community in Australia. Latest estimates from the Department of Employment and Industrial Relations show that Australia's unemployment figures may reach a summer peak of 420,000, as school leavers and graduates join the labour market. The latest figures reveal that at the end of November, 356,957 were out of work, 5.8 per cent of the work force.

Over the past year the government has increased the scope of the National Employment Training Scheme (NEAT), whereby the unemployed are subsidized by the federal government for skill training at institutions or at work. Of the total figure of 27,942 receiving such training in October, 13,682 were school leavers.

A major government inquiry into education and training under the chairmanship of Professor Bruce Williams will soon be reporting with its recommendations. The OECD report has spotlighted some issues which will undoubtedly illuminate Australian education in 1978.

Soviet Union

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All pupils in general education schools are to receive free textbooks. The decision is expected to be fully implemented by 1983. At present parents have to buy texts and background reading for all courses.

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Kenneth Shaw



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Big drawbacks of 1,000-plus schools

Sir—You another naïve and misleading pronouncement about large comprehensive schools! ("Size is not very relevant. It is not a problem."—Mr Dudley Fiske, chief education officer for Manchester.)

Indeed size is a problem to many such as I who hold responsible posts in comprehensives of approximately 1,500 pupils. Even the former 1,000-strong Wyggeston Boys' School at which I once taught had its problems, despite a highly selective and capable intake; such problems inevitably multiply in large non-selective schools.

Some of the more obvious and immediate ones are:

- More complex academic and pastoral structures are necessary, with a consequent increase in administrative burdens, many of which are borne at home to the detriment of the family life.
- More sophisticated systems of assessment and record-keeping are needed if one is concerned for the wellbeing and progress of each individual. Academic and pastoral needs no longer always overlap; each needs its own sources of information.
- The congregation of large numbers of young people on one site brings its problems. Greater vigilance is needed from all staff to counter the potential vandal who is not always content to confine his activities to school buildings and furnishings. Is it any coincidence that schools now need a regular system for countering the truant?
- Where buildings are inadequate or widely dispersed, perhaps even on split sites, it is more difficult to maintain a corporate spirit among pupils and staff. (Similarly, too many authorities complacently assume that the provision of buildings and resources inevitably solves problems.)
- Large schools undoubtedly increase the problems of communication, whether within a particular academic department or among a staff of 80 or more.

I consider myself fortunate to teach in a well organized school. But this is not achieved without cost, drawing upon all one's energies and professional pride and expertise. "Fearless Fiske" cannot banish the problems with a wave of his magic administrative wand.

PETER KING,
George Ward School,
Melksham, Wiltshire.

It's Oxbridge again

Sir—The recent correspondence in your columns concerning the eccentricity of Oxbridge in selecting their entry solved nothing. Of course, this is not surprising, as this debate, periodically aired in the educational press over the years, always ends with Oxbridge convinced of the fairness of their system, the complainants dissatisfied, but helpless.

I do not write to reopen the debate, but to add one consideration which I do not think has been sufficiently emphasized—namely the likely reaction of the complainants.

Some five years ago, a young man whom I supported without qualification, was rejected by Oxford. He went on to achieve four grade A's at Advanced level and a first class honours degree at another prestigious university. Despite my warnings, he clearly felt a sense of failure at his rejection, and I resolved to dissuade sixth formers from trying for Oxbridge.

I recently relented, again gave my unreserved support to a young

man, who has passed 10 level subjects (six at grade A) and will very probably achieve the highest grade in Advanced level subjects. Both young men had in their high ability, intelligence, and scholarship made it difficult to match, but the social graces, other than my experience, for instance, were lacking. My reaction, I should be honest to confess, was not to protect admission from bitter disappointment, but to protect the young man from exposing himself to a likely rejection.

I can only hope that, in the public at large, the wrong conclusion is not drawn as yet another comprehensive education loser, of course, will be D. G. MORRE, 6, Ryefield Close, Solihull, West Midlands.

Flattery gets us . . . nowhere

Sir—Under the heading "London Schools best staffed—DES figures" (January 6) you comment on trends in school staffing and the apparent pecking order which shows Waltham Forest and Harrow as having what you describe as "the best ratio of secondary school staffing standards". You fail to quote the caution which prefaces the DES press hand-out, namely:

"Precise comparison of one area with another, and especially in terms of the resulting staffing standards in schools, cannot be made because of local differences in organization and distribution of pupils by age. For instance, many local authorities have made schools, which span the normal age of transition from primary to secondary education, and may be deemed 'primary or secondary'. Higher or lower than average stay-at-home rates in some areas also affect the comparison since, at present, are given more generous staffing than classes lower down the school."

Although this caution specifically excludes precise comparisons, can I spoil your more detailed significance? Take, for example, an authority with eight to 12 middle schools which, for statistical purposes, are deemed primary schools. If its first and middle schools are staffed for years one to seven on a ratio of 1:28 and for the last year on a ratio of 1:21, the primary staffing ratio looks better than in fact it is, because of the inclusion of the last year.

Ambiguous arithmetic

Sir—Robert Wood (December 2) suggests that candidates who chose the answer "20 per cent" to the question "A square of side 5cm is cut down to make a square of side 4cm. What percentage of the original square is cut away?" did so because they thought they had to find the area of a rectangle 5cm by 4cm.

In fact, it is much more likely that they chose the (correct) value for the percentage reduction in the linear dimensions of the square. Of course we as teachers "know" that the question refers to the reduction in the area of the square; but this is probably not so obvious to our pupils.

Mr Wood should try the following on some of his acquaintances: "My lawn next door is the same shape but twice as big. What are the measures of next door's lawn?"

Perhaps he could award prizes to anyone who (unprompted) answers "Oh, about 100 per cent."

Maths has evolved a self-defence against number of mathematical conventions (for very good reasons) which clearly have to be recognized that these are not necessarily inherent in mathematics but are conventions.

For reason (a) maths need to be phrased with care, in the recognition that many non-mathematicians are to be answered by many non-mathematicians.

Wood's example of the fault in the question rather than the answer is a good one.

ARNOLD RICHARDS,
Norfolk High School,
Norfolk.

L.e.a. views on power sharing

Sir—Mark Jackson's report (December 16) of the annual meeting of the A.M.A. must refer to a different meeting from the one I attended. The article is headed "L.e.a.s reject power sharing".

In the first place, the Taylor report was not specifically under consideration as an agenda resolution. In the second, while it is true that Mr Ashley Bramall spoke about the Taylor report and much of the discussion on Resolution 15

centred on that theme, what passed was a resolution which explicitly acknowledged like teaching like as something on something. Lines will be introduced, many of the L.e.a.s, including the L.e.a.s of the L.e.a.s, have even discussed the report in detail for or against it.

L. N. SNOW,
Councilor,
London Borough of Brent.

Question marks over this theory of learning

Sir—I was worried by Don Ryder's uncritical advocacy of Donnan-Delacato methods ("Crawl now, read later" December 30).

The connection between cerebral dominance and reading is highly complex and research findings are contradictory. It is accepted by many authorities that motor development is a necessary pre-condition for adequate perceptual development, for example, the work of Bragg, Kephart, and Barsch, and their ratios look better in an attempt to stimulate the brain, and which claims that their methods, as well as helping handicapped children, may be "easing world tensions" and hastening the evolutionary process.

Before the establishment of bases in Great Britain the institutes were subjected to massive criticism in the United States. While often receiving a favourable press they and their methods were denounced by established agencies. These include the American Academy for Cerebral Palsy, the National Association for Retarded Children, the American Academy of Neurology, the American Academy of Pediatrics, and the American Association on Mental Deficiency.

In fact, ten such prestigious agencies published a letter in the *Archives of Physical Medicine and Rehabilitation* (49:183-186, 1968), stating quite categorically that "the theory is largely based upon questionable and over-simplified concepts of hemispheric dominance." They also quote from a paper by Robbins and Glass ("The Donnan-Delacato Rationale: A Critical Analysis" in Helmholtz, J. (ed.), *Educational Therapy*, vol. 2, Seattle, Special Child Publications 1968) which states that the theory "tenets are either unsupported or overwhelmingly contradicted by theoretical, experimental, or logical evidence from the relevant scientific literature. As a scientific hypothesis the theory of neurological organization seems to be without merit."

D. BURT,
Pontlanfwrth Comprehensive School, Blackwood, Gwent.

How a lazy lad was made to read

Sir—I hope the article on Frank Smith's law on learning (December 30) to read naturally was part of the festive hilarity, particularly his parting remark "Respond to what the festive child is trying to do."

By the age of 6 my own child was trying to get away with not reading at all. I rang his school and was told he was backward and would have to go to a special school. I asked what method was in use and they said "Look and say." Yes, he did look, when offered with everyday conventional flashcards at home, and he said: "I can't read" with an easy shrug which showed me he had no intention of ever doing so if he could help it.

For one hour each day for six weeks, amid tears, protests, and generally "trying it on" I used the "look and say" method until he was more sick of coming home than he was of going to school. By the end of that time he could read, and thereafter I contented myself with periodic checks. A year later he was the best reader in the school.

Rule No. 13, Mr Smith, is: "Don't pay too much attention to people who get paid for telling you how to teach."

J. GAMSON,
11 Lapwing Lane, Manchester.

What the young need to know

Sir—I should like to underline a point made by Lucy Hodges (December 23) on the changing focus of consumer education.

Her article indicates that there is a wider approach to this subject which may cover such subjects as pollution, equal opportunities and pay packets in addition to the more traditional topics of budgeting and obtaining value for money when buying goods.

Even where this is so, I would like to see the subject of consumer education in education like far enough in education to young people to obtain their rights. Young school leavers, about money in their pockets, have little immediate need of traditional consumer education, but they do need a sound working knowledge of welfare law. They need to know, not which winter

will get a "balanced" education and that every child is nurtured to excel in at least one activity; and so on. How is this possible when every effort is made by the same schools to select only the cream of seven-year-olds children taking a two-hour entrance exam. These were about 60 girls, accompanied by their nervous mothers, and many of the candidates feared that they will never reach the interviewing stage. Another hurdle the fortunate "winners" of the contest will have to cross in due course.

Yet, when parents talk to school heads in the keepings sector, they are always told that their offspring

may get a "balanced" education and that every child is nurtured to excel in at least one activity; and so on. How is this possible when every effort is made by the same schools to select only the cream of seven-year-olds children taking a two-hour entrance exam. These were about 60 girls, accompanied by their nervous mothers, and many of the candidates feared that they will never reach the interviewing stage. Another hurdle the fortunate "winners" of the contest will have to cross in due course.

Many parents turn to private schools and make huge sacrifices for precisely this reason: the

classrooms are smaller and the child may get better attention from suitably qualified and experienced teachers. Regrettably, some public schools have different ideas and, in a way, they are worse educational factories than the largest and ugliest comprehensives.

Their pupils know from the start that they are members of an elite, and many of the young children I saw, shivering with anxiety and biting their lips, felt that a failure to pass the exam meant that they were "not good enough". What a burden to have to bear at the age of seven.

A number of the mothers delivered their children to that

famous educational establishment, confessed that they had had to administer tranquilizers to their daughters. Some talked of sleepless nights and outbreaks of bedwetting.

With the exception of cases requiring special schools, I believe it is time that applicants' names are pulled out of a hat. Every child, whether fee-paying or not, is entitled to an equal chance in obtaining a good education. This is a duty to children that I witnessed on a wet and frosty January afternoon must cease.

OLIVIA BENNETT,
53 Fitzjohn Avenue,
Hampstead, London, NW5.

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More than a trade union

Sir—I must protest at Mr Freitag's suggestion that the A.M.A. is not a union. We are, and I am proud to say so.

We are registered as a union and are consulted by the DES and other authorities in just the same way as the NAS-UTW. In fact our general secretary is chairman of the Teachers Panel of The Bournemouth Committee.

Mr Freitag fails to realize that being a professional association means that we are more than a trade union not less. In fact I

suggest that he would find it impossible to suggest any trade union activity provided by the NAS-UTW which is not provided by the A.M.A.

The only essential differences between us are that we are not affiliated to the TUC and we only represent teachers and not heads or principals.

I trust Mr Freitag will therefore withdraw his slur against my association.

I. M. TOTTS,
Executive member
Assistant Masters Association



who do make it normally benefit from a system of accelerated promotion.

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To start with they'll be guided in their day to day work. Gradually as confidence builds they'll take on more and more responsibility. More important they'll understand the huge scope of the career they've chosen. They might elect to stay in the uniformed branch. Or specialise in Traffic or the CID.

A UNIQUE COLLEGE.

They might even be selected to go to Bramshill, the Police College in Hampshire. In a lot of respects it's the Police university. Naturally competition for entry is stiff. But those

Frees for all

Sir—I agree with Mr Highmore (January 6) that the chief criterion on "free" periods is not "Have I got more 'free' than him?", but "Has each one of us got enough 'free' to plan, prepare and mark properly?"

The reality is very different in Mr Highmore's hypothesis. The "humble assistant" will have four "free" (his head of department five or six) and it is common to have a half of those in substituting for absent colleagues.

By checking with teachers attending meetings I have found that this situation is widespread. (It is also widespread practice for posts of pastoral responsibility to carry far more "free" time than posts of academic responsibility.)

I would say this shows we are understaffed, but one HMI recently put it in a different light by saying: "You will just have to take the work home with you." As if we do not already!

His remark shows what our betters among the DES/L.e.a.s. think of us, and could well indicate on his part a teaching career spent elsewhere than a big bustling comprehensive school.

D. S. MAGUIRE,
Garforth Comprehensive School,
Leeds.

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At home in the mathematical depths

The educational journal Forum* today publishes a special number on 'non-streaming'. We reprint

here an article on mathematics and mixed-ability grouping

by Philip Sherwood, a Leicestershire head teacher for the last twenty years



Modern educational jargon and abbreviation tends to bewilder me. I have never had "mixed ability grouping" explained and defined to me. I take it to mean "unstreamed", and to imply the approach to learning typified by the Swedish IMU programme (Individualized Mathematics Instruction).

The expression is current and modern, the practice has been with us for a century or more. It was the mode at Tolstoy's school, and if you find his educational approach too anachronistic perhaps you will accept a not untypical Victorian village school in the days of payment-by-results, 60 on roll, one certificated teacher (Miss E. M. Castle) and a monitor paid out of her slender salary. There were 31 separate groups in the class, not counting the infants, who played with their bricks in the midst of it all.

Miss Castle admitted to the members of the Commission on Elementary Education (1886) that "it was bedlam trying to get 60 children up to the standards", but she realized that the only way to do so was by working with 31 separate groups and using her own sitting room as a "private study area" for the children.

In the midst of this bedlam she managed to teach violin. She found time to play with the infants and declared: "I will not believe in learning and it being made a drudgery, I like to hear them laugh." Compare that with Jubilee Year 1977, and a head of department defending the very rigid setting "sheep and goats" regime of a middle school. He was being baited by the staff of a local junior school, and in fairness was defending a system for which he had no enthusiasm.

He had calculated that to run his department with mixed ability grouping would require each member of staff to work an additional 20 hours a week. "And where do you find teachers with that much dedication, particularly a married man, with, say, two children?" His junior school colleagues listened with awe and astonishment, as of course would Miss Castle (unmarried, no recorded children).

He was right. Class teaching with its

"We began to see ways of using our ideas so that those willing and able could explore mathematics at levels we had not thought possible."

attendant setting, streaming and selection is easy. If, as frequently happens, I find myself standing in at short notice for an absent teacher, I never attempt mixed ability or individual work. A class lesson is easier, neater, less demanding and requires minimal involvement by me.

I am never very proud of my performance. Our classes are unstreamed, individual work is the commonplace, and my class lesson, particularly in mathematics, can only be appropriate for one level of ability; for some it will be too easy, for many too difficult. I accept that I could vary the levels of difficulty in the work set, but I know from long experience what Miss Castle knew: given 60 children, you need a minimum of 31 groups. In no subject is this more true than in mathematics.

I was a mathematical "drop-out" by the age of 12. I was caned for my elementary school incompetence; the subject was used to make Saturday afternoon detention

innumerable. I was well pilled with mnemonics like "change the sign to the bottom line and add", "turn the divisor upside down", etc., but I realized that I was "dropping down the ladder rung by rung". There seemed little point in trying to relearn.

No subject has quite such well-defined limits of minimal competence. You may write English, and I frequently do, with scant regard for the importance of paragraphing, but attempt mathematics with only minimal awareness of place value and you will find yourself in a morass. Awareness of something symbolized as HTU is less than minimal.

Having decided to leave mathematics to others, I bluffed my way through an engineering apprenticeship, and found that with a few stereotype techniques it was possible to survive at least at technician level. Engineering schools then were quite capable of teaching the techniques of transposing, formulae without complaining about the inadequacy of the nation's mathematical education.

When, however, I came to teach I realized that I was in a bit of a predicament. Continued on next page.

continued from previous page

ized that my own mathematical incompetence, together with my jaundiced view of the subject and those who taught it, presented problems. I concluded that my own difficulties were the results of bad teaching, coercive methods and the inability of my teachers to see when I was floundering or floundering. They could not see the latter because they only had eyes on the ultimate, getting a maximum of us through to grammar school and a maximum of that select group through to matriculation.

Noble aims. At that time I was a great admirer of the Victorian artist, Lady Butler. She painted imperial triumph and disaster with rare panache. Her "Remnant of an Army" should hang in every staff room; it shows Dr Brydon on a spent horse staggering into Jelalabad, all that was left of the thousands who had invaded Afghanistan in 1842.

Our present day remnant of an army is the few who survive the system to collect its ultimate accolade—A level passes. No one is unduly concerned with the stragglers cut up along the route. I suspect that science and mathematics have the lowest survival rate. No doubt because the stragglers are eliminated at very early stages and are most vulnerable.

To avoid driving all my class at one pace toward the first hazard (the 11-plus), I used Beaton Arithmetic Books and let children pace themselves. Although the field spread quickly, no one opted out. The textbooks were well written and the children's difficulties anticipated.

As we drew nearer the 11-plus I shamelessly concentrated on Moray House "banker" questions, the ones that were certain to appear. The results were acceptable, and there were no casualties.

I did not delude myself that I had taught mathematics, but at least by individualizing work I was able to devote more time to children who needed help at critical moments.

I was aware that it was a negative attitude to a subject that deserved better. I did no great harm—and no great mathematical good, although no doubt I would have earned Mr. Callaghan's praise; those children could "do" sums.

I would have still been teaching children to "do" sums with Beaton's successors Alpha and Beta, or Fletcher, had not some maverick Leicester University lecturer (Z. P. Dienes) come into my school and started children "playing with bricks" in the midst of it all.

I had a sudden glimpse of what mathematics was about: I could watch ideas explored, see children reaching conclusions that had eluded me, and listen to them talk out loud their thinking. I was humbled to find a ten-year-old who devised his own approach to long division in multi base systems, and who could explain his method to me without being over-patronizing. It was creative mathematical thinking; I had never encountered it before.

It was an auspicious time for innovative teaching. The 11-plus was in decline, at least in Leicestershire. Piaget had been discovered five and well and living in Geneva (he still is, though you might not believe it) and the Inspectorate, under Edith Biggs, was looking for ways to implement the 1955 report of the Mathematical Association on the teaching of mathematics in primary schools.

She was insisting that "the first aim is to ensure appreciation of the subject, its purpose, the order and pattern of numbers as well as of geometrical form; and to elicit an aesthetic awareness of mathe-

matrical shapes and patterns in nature as well as in the products of our civilization. A right attitude is all important, appreciation of mathematics must come first."

Dienes was writing "the motive force for mathematics learning should be the thrill of discovery, not the dubious aim of getting a higher mark than somebody else, or the kudos of a prize. It is possible that by encouraging the joys of doing rather than of having we shall be helping to bring up people whose behaviour is not entirely determined by self interest."

It was a climate that fostered innovation and experiment. With a few enthusiastic members of staff we began to build up an individualized mathematics programme which would allow time for playing with bricks and learning from them, which allowed not only for different rates of learning but also different ways. We are still at it.

The bricks became more subtle, more colourful and the scope of their use extended beyond our expectation (and background mathematical knowledge). We have learned with the children. The 11-plus disappeared—underground. We began to see ways of using our ideas so that those willing and able could explore mathematics at levels we had not thought possible.

Unconventional topics like mathematical groups could be introduced via games and colouring activities. For some the activities themselves would be intellectually demanding enough, for others discovering isomorphisms between the games would seem sufficient, while for a few the mathematical properties of groups would be stimulating.

One problem is that the capability of children is unpredictable. It is no use imposing limits. To say of a first or second year Junior that "multi-base num-

ber systems will only confuse, be stick to denary" is to risk finding a fourth year level that he is capable of using those ideas—and needs them. I am now less certain of who is capable of attempting "advanced" work, or what is advanced.

Over the years we have built up resources of materials, assignment cards, worksheets and ideas. This imposes a limit on the work which children can do. It does not preclude teachers from introducing their own ideas or topics. The idea of developing a class topic on the stick is not regarded as heresy. We use a mechanical device that will serve to test facts that are best learned mechanically.

Computational skill is assimilated, the bricks and Bruner's "iconic" mode of working. Groups have faded, the O level syllabus; we still like to let children to explore them, they have a elegance that we can both enjoy.

I have said that the 11-plus has disappeared—underground. In our part of the world it persists, as it must do. In September when our child leave us they will be "unstreamed" all of two weeks, during which time they will sit a series of tests in basic arithmetical skills and be "set" (or "settled") on their performance.

The tests will not attempt to be mathematical aptitude; such tests are rare and difficult to administer. They assess mainly computational skill, and children would be ill-prepared for an experience. We have never found use for testing other than diagnosis.

I have always thought mathematics "reflective activity", and have an associated speed with reflection. I alter the situation, and would agree

Stewart Mason when he said of the 11-plus that only the very worst headteachers "were prepared to allow it to distort the curriculum".

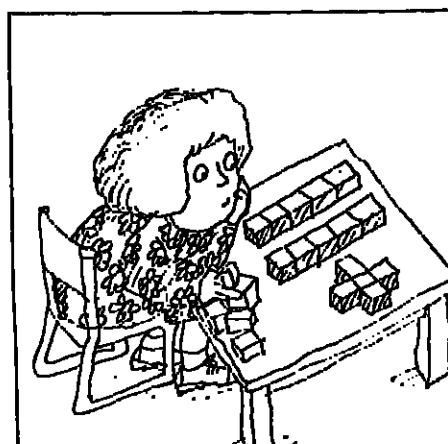
I do not allow the underground 11-plus to distort our mathematics curriculum, but I bend it ever so slightly. Once a week I set a test of the sort they will experience at the secondary stage, and leave children to do it in their own time and another portion of my integrity is eroded.

The work at the school has brought contact with others attempting similar approaches: Tamas Varga in Hungary, Nicole Picard in France, Dr Abele in Germany and Esther di Grossi, a Brazilian mathematician from whom I am still learning to samba.

When Nicole Picard came with a colleague to the school, she wanted to see a high school mathematics class. I took them to Godby Manor High School, and there we saw a maths lesson which mirrored our ideas, and yet modified them to meet the constraints of secondary education.

Where in our class children would be working at many different levels and topics, there the class worked at three levels and one general topic. The atmosphere was relaxed, children were enjoying real mathematical activities at quite complex levels, only the approach and method was varied.

The French mathematicians became involved with children playing a vector game, they were impressed by the mathematical "edge" of their opponents. This was no "put on for visitors performance", it was mixed ability learning, for all abilities, with a rigour to match levels of competence.



"I do not allow the underground 11-plus to distort our mathematics curriculum"

I mentioned the Swedish IMU project. This was intended for use in an "unstreamed" classroom. Work was individual, self-paced, with opportunities to side-track and pursue topics and ideas. Swedish children are normally separated at Grade 7 into those who will need mathematics professionally and those who will need only everyday competence. The two groups are then taught separately. Schools using IMU made no such distinction, all worked together. I would like to record that this was a great success; sadly, only a few schools still use the approach.

Within an unstreamed class there may

exist "hidden streaming". The children can be grouped by ability, with each group working at various ability levels. I have encountered this indirectly.

Children transfer to us from other schools, and I am sometimes assured that they sat at the "good" table. They rarely settle easily, and resent the fact that we have no "good tables". The discovery that they are not so good as they had been led to believe is somewhat traumatic.

In whatever way a class is organized, it is both inevitable and desirable that the field will "string out" and there will always remain that element of "hidden streaming". If no particular virtue is ascribed to being ahead on any series of assignments, if there is opportunity to work together with the more able assisting and collaborating with slower children, then in our experience there is neither resentment nor any feeling of inferiority.

Mathematical skills are diverse, not all children are equally endowed, but it is not too difficult to find some area in which they can achieve that one element which most influences motivation, success.

I have implied that there are advantages to "unstreamed" classes. It does reduce the "casualty" rate, because there is always time to ensure that competence and understanding are surely founded. It does not "imprint" failure, and reduces the tension and stress to which John Biggs attributed many of the emotional blockages so prevalent in mathematics learning.

The major drawback is that it imposes far heavier demands on the teacher. Unless that is recognized and accepted, attempts at mixed-ability work in any discipline will not only fail, but also bring into disrepute innovative work generally.

Within the primary school there has been an ideal climate for experiment and innovation. It is a climate that is changing with the threat of TAMs (Tests of Attainment in Mathematics) and the Assessment of Performance Unit.

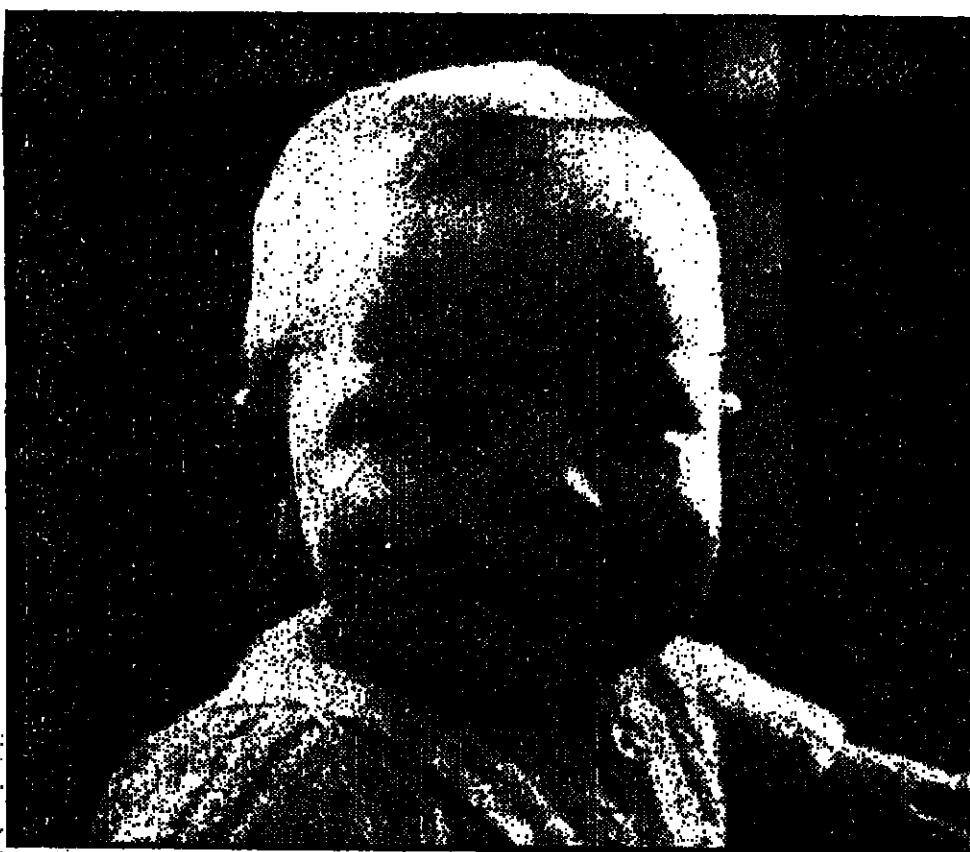
I do not feel menaced. I know that there is a zest for mathematics in the school. I know that within the school mathematical environment children are stretched fully, but never threatened either by failure or lack of progress. We are keen on swimming at school, nothing delights me more than the sea-like "at-homeness" in water of the children, except that same recognizable "at-homeness" in mathematical depths.

I suspect that when TAMs come our way we shall not fare too well. Conventional tests will not measure what we attempt. Conventional teaching best matches conventional tests, as Bennett's Teaching Styles research shows (that and little else). Conventional teaching and testing contribute most effectively to the "Remnant of an Army" scene.

Miss Castle's strategy will ensure no massacre of stragglers; thirty-one groups to sixty children, plenty of bricks to play with, a minimum of drudgery and some laughter; lastly, a very real concern for the best interest of the children.

Unless you are committed to these, stay with the well-streamed class, a good textbook and even better answer-book; some will survive.

Philip Sherwood is head of a Leicestershire junior school. Forum is available price 85p post free (annual subscription £2.50 for 3 issues) from The Business Manager, Forum 11 Beacon Street, Lichfield WS13 7AA.



A baby reacts to (left to right) a soprano xylophone, an alto xylophone, a soprano glockenspiel and a bass xylophone.

Sound ideas

Can a child's ability to read and write be influenced by early musical training? Audrey Wisbey's views on the subject have aroused considerable interest, as Hilary Finch reports

One of Worthing's more quiet residential roads has of late been constantly busy with cars coming and going. Between three and four hundred letters can be delivered there each weekend. Sometimes they are simply addressed to Dr Audrey Wisbey, Worthing—but they get there all the same.

Audrey Wisbey is someone who believes that early musical training is essential for the full development of literacy skills. Since she first talked

about her ideas on Radio 4 last August, she has had over a thousand inquiries. Every Le.a. except one has contacted her, and she has been on the go seven days a week, answering letters, writing, meeting babies and adults, lecturing and advising. At the end of the month, she will talk about and demonstrate her methods in a series of recorded programmes on BBC Radio 4's "Woman's Hour".

It all began when she was head for 11 years of a school for children with learning and behaviour problems. In the short

periods of singing and aural training that she introduced early in the mornings she soon found that a consistent pattern was beginning to emerge, that the music training was starting to have a noticeable effect on the children's basic literacy.

"I started to experiment to see if I could improve on it. Eventually I was so convinced that I went off to medical school to study basic audiology, neurology, visual science, and so on. There I realized that the basic hearing present in a child at birth is, in fact, musical by

nature, and that we have, as we've become sophisticated, forgotten that hearing is given to us not as a means of detecting and understanding language, but for its preservation.

"Like an animal in the bush, a child hears the exact pitch of each sound, its distance, direction, rhythm, intensity, tonal qualities, and this is because of its ability to hear all the upper harmonics of the sounds."

"As a result of learning these sound ingredients, a child responds with eye and body movements. It learns to blend the ingredients together, starts babbling, and gradually speech develops. The memory of speech sound develops as a result of the massive amount of practice that goes into actually producing the sound."

Audrey Wisbey points out that the frequent catarrhs and infected tonsils and adenoids of early childhood can sometimes considerably impede this development—often without anyone noticing

anything goes wrong at this early stage. A child won't be able to develop properly visually in order to read, nor will it develop a proper muscle pattern in order to write.

From about three onwards, the ability to hear very high-pitched sounds wanes: so, unless the child has already learnt and memorised the finest discrimination between sounds, its spelling will suffer.

Was she implying that all children should be tested at preschool age? "Yes, it's absolutely vital. When a child goes to school it needs, before it can start to learn to read, a marrying of all the sensory cues. If the child hasn't got the memory of the speech sound to be coordinated onto the visual cue, then however mature the visual system might be, it's like any other marriage: if you haven't got both partners, then it won't take place."

She believes that, just as children play with toys to help reinforce concepts of line, space, colour, and they

learn depth by sand and water play, so they need to play with intensity levels, duration and pitch. "You can play musical games to teach a child differences between long and short, loud and soft, then gradually relate them so they can learn finer discriminations."

She tries to encourage every mother, wherever possible, to have "music lessons" at the piano with the baby on her lap—right from the start. (She prefers the piano, as the sound quality of pitched percussion instruments is not good enough for the very sensitive hearing of young children.) The teacher should continue the process, always watching out for any children who seem to need extra auditory training.

In order to spread the word, Audrey Wisbey is trying to visit as many of the 1,062 teacher centres as she can. International Tutor Machines (Ashford, Kent) have sponsored her for a hundred lectures, believing that parents and teachers should understand her ideas and be able

to help the children themselves.

She is incensed about the Cinderella status of schools music: "Music is now being taken out of the timetable in the interest of better literacy standards, when it is the very subject that will improve them. Music is the source of all learning. It comes under the heading of priority skills, of basic essential skills."

The message is beginning to get through. It has taken 18 years of full-time study and full-time work. She usually gets up at 4.30 am to write and study, often gets on a train at 7 am, covers several schools in one day, interspersed with college visits and lunchtime appointments with advisers, and then gets on a sleeper at 11 pm.

If she can interview a child or parent in a British Rail waiting room in between trains, then so much the better. The inside of her briefcase is covered with telephone numbers of places where she can be reached.

She is making a film, writing a book

called *Dyslexia: A Musical Remedy*, and has just set out for four or five months lecturing in Tahiti, New Zealand, Australia, Fiji, Tonga, South Africa, Nigeria, and Botswana.

Listening to Mozart is about the only relaxation she allows herself. "You see, I'm fully committed to helping kids become normal kids. I don't believe there's such a thing as a bad kid, really. On the whole, they just need help they didn't get."

"At the very worst, these tests will ensure that a child will become musically literate, and use its hearing more; at best, it could be the difference between being able to be fully literate or being a total failure."

* The series of 10 programmes begins on January 31. Audrey Wisbey will be teaching two children from scratch in a studio. The musical activities are structured. Each programme takes the "games" a stage further. Leaflets will be available to explain how parents and teachers can help children themselves.



David Budgen on Chekhov and Lermontov

a novelist's accuracy of psychological observation. Her power in *The Party* lies in her achievement of extraordinary, imaginative empathy and freedom of style. It is not surprising that she wrings from what, by the late nineteenth century, has become the banal and solid stuff of adultery a peculiar balance between brilliant psychological consciousness of pain, between compassion and sympathy. Having begun her book in unorthodox fashion with a piece on Chatterbox, last work, *The Cherry Orchard*, she concludes it with a scandalous chapter in which she must surely be the summation of the literary

It is, alas, rather less than it appears. Apart from a fairly flat rendering of the

David Budgen lectures in Russian at the School of Slavonic Studies, London Univer-

Robin Maconie on Schoenberg, John Eggleston

edge which plunges to the very heart of the matter. The author develops a "dialectic" to set the "images" free from the power of the dominant, to develop a critical, predominantly Marxist look at our social and educational arrangements, why they are, and how they can be changed. The author's dialectic style is certainly entertaining, but is hardly conducive to clarity of thought. Some ideas that may be discerned are: (1) the need for a more radical reform of the social system, (2) the need for a more radical educational reform, (3) the need for a more radical approach to the curriculum, (4) the need for a more radical approach to the teaching process, (5) the need for a more radical approach to the evaluation process, (6) the need for a more radical approach to the teacher's role, (7) the need for a more radical approach to the student's role, (8) the need for a more radical approach to the school's role, (9) the need for a more radical approach to the society's role, (10) the need for a more radical approach to the world's role. The author's style is certainly entertaining, but is hardly conducive to clarity of thought. Some ideas that may be discerned are: (1) the need for a more radical reform of the social system, (2) the need for a more radical educational reform, (3) the need for a more radical approach to the curriculum, (4) the need for a more radical approach to the teaching process, (5) the need for a more radical approach to the evaluation process, (6) the need for a more radical approach to the teacher's role, (7) the need for a more radical approach to the student's role, (8) the need for a more radical approach to the school's role, (9) the need for a more radical approach to the society's role, (10) the need for a more radical approach to the world's role.

Teaching in a Multicultural Society offers a more positive approach, taking a quality-augmenting view of the contributions suggested by given racial groups. Contributors may work more effectively with "minority children" affected with "minority problems" if they avoid the twin perils of devaluing their own ethnic culture, or alternatively, emphasizing their "deviance." Hilliard writes in a useful way on the intellectual strengths of minority children and suggests how these may be more readily identified. Kelly offers some perceptive suggestions for

One of the characteristics of the advocates of egalitarian education throughout the quarter century has been their frequent lack of direct attention to the Negro race. All too often a facile dismissal has been the sum total of their response. Many of the critics writing in the months such as the Black Period have gone unanswered and much of the certain public has often taken silence as acceptance of criticism. Wright has now stepped

continued

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151 Stratford Road
Birmingham B11 1BP

Further reviews of Third World books will appear in next week's TES

Hard Quarrell and David Tro

follow-up work on, for example, interviewing, or on the sort of constructive thinking exercise used in pack was designed.

Visual Publications (T)
197 Kensington High St
W8

Science equipment review

JOHN A. BARKER and BOB FAIRBROTHER survey equipment on show at the Association for Science education's recent meeting

Biology band-wagon

Some interesting materials for biology teachers were on show at the manufacturers' exhibition at the annual meeting of the Association for Science Education, held this year at Liverpool University.

The environmental band-wagon is still rolling on. The quality and versatility of some of the new monitoring instruments and apparatus were high—both for field and laboratory use. Philip Harris introduced two new environmental thermometers: an environmental pH meter (B 18860/4) and an environmental light comparator (B 18580/9), both at £43.50. The light comparator has, as an accessory, a 3m extension pole with cable lead (B 18590/10) at £17, which allows light readings to be made in otherwise inaccessible locations.

Unilab Ltd have now developed and refined their environmental kit and modules. The system has been simplified so that a module consists of two units—a meter and a function unit with probe. A suitable stand is available for laboratory use and a range of modules can be transported in a fitted carrying-case for field work.

Offord Scientific Equipment Ltd were showing their electronic thermometer, designed for both field and laboratory use. Models cover different temperature ranges (OT1, 2 and 3 each at £36), and each

instrument is supplied with a probe and a carrying case. Irwin Desman Ltd showed a new electronic thermometer (EA 657 at £41) with a probe (EA 657.1 at £7.60), which is a multi-range device covering -10degC to +110degC; -5degC to +55degC; with a 12degC span and a quoted accuracy of ± 1 degC for all ranges.

Ideas for Education are now marketing the Japanese "Gastec" air monitoring pump (7031 at £52.55) and testing tubes (at £5.75 a box), which enables a rapid and simple analysis of air samples for various pollutants to be made.

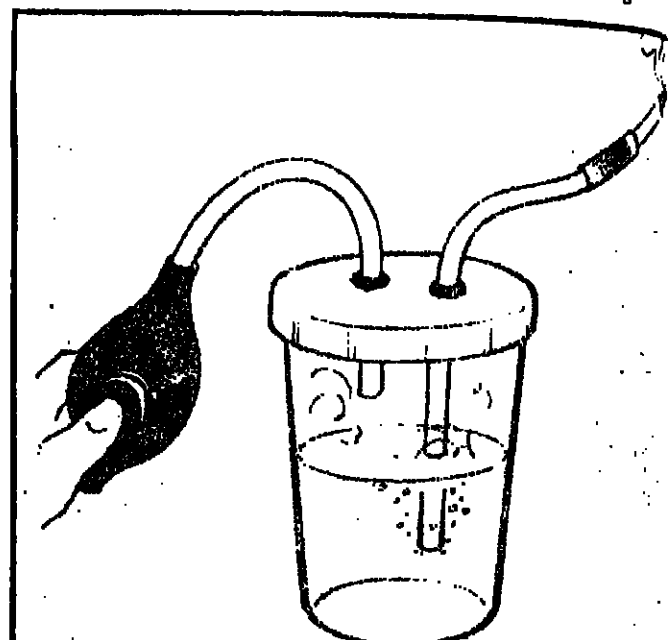
WPA Ltd had additions to their monitoring devices—a colorimeter unit (E1/COL at £39) for use with their monitoring kit and a separate oxygen meter in an attractive carrying case (O2 at £75).

Two firms have produced apparatus to investigate smoking. The Griffin and George Cigarette Tar Measuring Kit (YTH-520-M at £2.20) is a device which draws a current of air via a lighted cigarette through a small filter paper. The tar content of different brands can then be compared. Osmirold Educational's Smoker (8670 at £3.50) draws smoke from a cigarette through water to collect the tar. It is specially designed for use with the Think Well Teacher's Guide (S-13) from the Health Education Project (S-13).

There were several new additions to the current range of microscopes. Bausch and Lomb Ltd showed a new student microscope, the HSM series, available with vertical or inclined body, which can rotate through 360°. A variety of objectives, condensers and illuminators is available. Griffin and George also introduced a new range of Olympus microscopes, the CH



Left: The Swift stereo magnifier. Right: The "Think Well" smoking kit from Osmirold.



system, all in the upper price range of the market. There are three basic stands with different illumination systems and a variety of components. Offord Scientific Equipment Ltd showed the OM series of microscopes, which allow a variety of instruments to be built up from a basic plan. And Philip Harris showed a Swift stereo magnifier (B29400/3 at £16.5). The atlas contains 120 illustrations of microscopic sections of tissues and organs reproduced in highly contrasting colours from original photographs.

Among the visual aids were

overhead projector transparencies from Philip Harris Biological: a set of 23 on evolution (A60150/0 at £30) and 25 on ecology (A60160/3 at £21). The ecology set has been prepared for use with an animation system to simulate directional flow. The final set—breaking new ground for this country—is a transparency atlas of histology (A60500/1 at £65). The atlas contains 120 illustrations of microscopic sections of tissues and organs reproduced in highly contrasting colours from original photographs.

Ideas for Education produced a range of models of anatomy of Japanese origin new here, for example the human stem (5824 at £8). Finally the real of biologists—live materials—Gerrard and Co, a gold Drosophila practicals set, flies. They offer female with red eyes and yellow and males with white eyes bodies. Thus, for the first time, the files can be sexed by painstaking search with

Materials for mixing it

JOHN MAY on integrated science projects

A wide range of published material is now available for use in integrated science courses at all ages and abilities. This checklist may be of help when comparing materials:

- Will this material support the aims and objectives that you hope to achieve in your science course?
- How much does it emphasize: the acquisition of knowledge and understanding, the development of scientific skills and abilities, the development of appropriate attitudes?
- Will the material give the view of science that you want your pupils to have?



Will the materials motivate ... ?

For instance: will it present science as a useful activity that is important to everyone; that will give a better understanding of the world, and perhaps help pupils to lead happier lives?

Or will it present science as something that is done by scientists (and that often has little direct bearing on the pupils' everyday life)?

Or will it present science as a body of knowledge?

All views are valid but the first is important for all pupils, the second probably only for the relative few who will take up scientific occupations. In practice, most courses and materials include elements of all three but in different proportions.

● Is the approach to learning science used in the material the approach you want to adopt in your course?

Most materials, and particularly textbooks, are relatively structured in their approach. They may not allow much opportunity for pupils to follow their own lines of thought but lead progressively in the direction the author wants the pupils to go.

● Is the material written for pupils of the same age and ability levels as yours?

Do not necessarily accept the levels stated in the book. Only you can say whether it will be suitable for your pupils.

● How flexible will you want the material to be in use? Will this material be flexible enough?

A textbook can be used less flexibly than a collection of materials from which you can select. Workbooks may not offer the degree of flexibility you might at first expect, especially if bound into sets.

● If you use these materials what will be the demands on you, laboratory space, apparatus, technical assistance? Is there material for the pupils?

In most cases the answer will be yes, but consider the implications if you decide to use materials that are intended for the teacher only.

● If there are pupils' texts or materials, is there a teacher's guide to accompany them?

At a minimum a teacher's guide should indicate the apparatus needed for activities. Does the teacher's guide state the aims and objectives of the material?

Look at the way, for example, electricity is dealt with, or forces, or reproduction. Does it deal adequately with the mass-weight problem? Does it use SI units?

● Does the material encourage the students to want to do more? Are there suggestions for follow-up or extension work?

● Is the language level appropriate?

If the children cannot understand the non-technical language in the text, they are going to have difficulty with the more complicated scientific terminology.

A preliminary selection can be made from the details given below. Inspection copies can be obtained and looked at in detail.



Is the material written for pupils of the right age and ability?

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Each chapter concludes with a summary of important definitions and laws, followed by a selection of problems and investigations, graded for pupils with a range of abilities.

192 pages. 250 x 190 mm. 1977.

ISBN 0 216 90424 2

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The author has been associated with both the Nuffield Science Teaching Project and the Schools Council Integrated Science Project; he has also acted as consultant to a number of UNESCO science teaching projects in the Third World.

GEOLOGY

Andrew McLish, Principal Teacher, Waid Academy
Anstruther

This book covers the requirements of the various GSE, O Level and O Grade syllabuses in geology. These syllabuses contain a considerable element of common ground, and the author's main aim has been to present this core material in as simple a manner as possible. The book will also be of use to pupils following non-examination courses. The text is clearly and concisely written and is copiously illustrated with diagrams and photographs. A modern, scientific approach to the subject is followed throughout which demonstrates the inter-relationship between geology, geography and the other sciences and also stresses the environmental relevance of geology. Experiments are suggested where possible.

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TEACHING AND
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MICROBIOLOGY

Continued from previous page
Stage 2 adopts a more formal approach. The Teacher's Guide includes the aims and objectives of the course, details of apparatus requirements and answers to questions.

Nuffield Combined Science—Themes for the Middle Years
General editor: Clifford Bingham, published for the Nuffield Foundation by Longman. Suggested age range: 9 to 13. First six to be published: Colour; Out of Doors; Estimating and Measuring; Sorting; Movement; Water.

Each pack contains four sets of one theme. Each theme consists of four study cards each with four associated activity cards. Cost of a pack—£8.95.

Themes for the Middle Years is a welcome extension to the original Nuffield Combined Science Project materials, first published in 1970. The new material has been designed for a wider age and ability range than the original materials.

The themes are based on a topic and provide a stimulus for pupils' further activities together with suggestions of follow-up work. The study cards, with one side in full colour, are designed to act as a starter—promoting discussion and thought. The associated activity cards provide details of investigation for the pupils to carry out.

Details of the trials of the materials are to be found in *Education in Science*, the Bulletin of the Association for Science Education, September 1976. Other titles in the series will include Science, Flowers, Air, Structure, Ourselves, Plastics, Heating Things, Forces and Fuels, Metals, Insects, Communications, What is in the Air?, Food, Clothes, Patterns in Movement, Light, Electricity, Using electricity.

Avon Resources for Learning Development Unit Science Project

Project editor, Don Foster. The project operates a subscription system with several options. Full details are in the catalogue. There is no inspection service but a sample typical unit will be sent for £1.50. Suggested age range, 11-13 years.

This project is a treasure chest for teachers looking for material to support their courses. It has been designed with independent learning much in mind. The material is being produced to fit into a framework of 13 sections: Air, Looking for patterns, How living things begin, Electricity, Water, Small things, Estimating and measuring insects, Forces and Movement, The Earth, How to go..., Heating, Natural history.

The materials available include worksheets, study guide booklets, background reading, games and simulations, filmstrips and slides, audio cassettes and specimens.

The L.A.M.P. Project

Coordinated by John Bowers, material published by the Association for Science Education. Suggested age range, 14 to 16 years. Topic briefs published so far: Photography, 60p; Materials, £1.20; Gardening, 70p; Fuels, 80p; Heating and Lighting a home, 80p; Pollution, 70p; Health and hygiene, £1.75; Space travel, £1.60; Teacher's Handbook, 75p.

This material is written for the least academically motivated pupil by teachers, for teachers. It is printed and published by the ASE. Each topic brief consists of suggested activities and background information and pro-forma worksheets.

Copyright has been waived on the worksheets so teachers can get them duplicated in their own schools. This is one of the cheapest ways of obtaining materials for use by pupils and does not involve a large initial outlay for texts or other materials.

The L.A.M.P. project continues with groups in different parts of the country meeting regularly to exchange views and produce further material for publication. Details of the different groups can be obtained from John Bowers, Ryburn County Secondary School, Sowerby Bridge, Halifax.

Nuffield Working with Science Project

Organized by Ken Wild. Published by Longman Resources Unit. Suggested age range, 16 plus. Units available: Microbiology; Superpowers; Glass; Motor Cars; Noise; Photography; Pollution; Pottery; Questioning;

Prejudice and superstition; Recycling; Slimming; Water shortage; 2000; Four mini units; Teacher's Guide 1; Teacher's Note A; Teacher's Notes B.

Available on a subscription scheme—details from Longman Resources Unit, York.

This is the first batch of material to come from the Working with Science Project which, like the Nuffield 16-plus Project was set up to provide science-based material for use with ROSLA students. Although written with the non-academic 16-year-old in mind the materials are probably more suitable for more academic groups. They could, for example, be used as supporting materials for the several environmental studies A level programmes now available.

The units are likely to be of value as well in Certificate of Extended Education courses. The units are about 28 pages in length and represent about half a term's work. The approach is essentially practical with students working individually or in groups on a variety of projects.

A progress report of this project appeared in *The School Science Review* volume 56, No 204, March 1977.

C.E.S.I.S. (Curriculum and Examination System in Integrated Science)

Coordinated by Beta Schofield supported by the Nuffield Foundation and based at the Centre for Science Education, Chelsea College. Suggested age range, 13-16 years.

This project is developing a curriculum plan in science based on Nuffield Secondary Science and SCISP patterns. The aim is to provide programmes of work as a common system of examination for the wide ability range involved in 16-plus exams.

A third-year course is suggested which could form the basis for subsequent work of a wide variety. The project has adopted a modular approach with the modules fitting into an overall network.

An examination system is intended to provide a single or double certification at 16-plus in integrated science; to provide for a range of abilities by examining at three different levels; to provide a common system based on closely related courses so that decisions about exam entry can be deferred for as long as possible.

CESIS is still in the development stage with sample materials on trial. Further information can, however, be obtained from: Mrs Beta Schofield, Coordinator, Centre for Science Education, Chelsea College, Bridges Place, London, SW6 4HH.

Scottish Integrated Science New Science Worksheets

Written by a working party set up by the Scottish Central Committee on Science, published by Heinemann. Suggested age range: first two years of secondary school. Single pupil set of sheets for Sections 1 to 8 (containing one copy of each core, Extension A, and Extension B sheet).

Single pupil set of sheets for sections 9-15 (containing one copy of each Core, Extension A, and Extension B sheet), 65p.

Cards for sections 1-8 (one copy of each Extension C card), £1.25; cards for sections 9-15, £1.25; Teacher's Guide for sections 1-8, £2.50; Teacher's Guide for sections 9-15, £2.50.

The original worksheets for the course described in Curriculum Paper No 7 Science for General Education (HMSO 1969, 65p) have been completely revised and tested in schools. The revised scheme provides an integrated science course for the first two years of secondary school comprising: a basic core of material for all pupils; revision and extension material for the less able; extension material for the more able; teachers' guides.

The materials include worksheets; work cards containing extension work for the most able; teachers' guides, one for each of the two years; a book containing the objectives of the course and the learning objectives of the material. The teachers' guides also contain blank master copies of information cards and background material from which teachers can print their own copies.

Other Courses

The materials and course described below have been available for some time, but are included to

provide a more complete picture of the integrated science scene.

Science 5-13
Units related to stages in children's educational development. Guides for teachers helping to plan work in science for children in the 5-13 age range, based on a discovery approach.

With objectives in Mind—reading for all science teachers. 26 units in total, cost £1.50 to £1.75 each.

Nuffield Combined Science
Published by Longman, Suggested age range, 11-13 years. Teacher's Guide 1, £4.30; Teacher's Guide 2, £3.90; Teacher's Guide 3, £2.60; Activities Pack 1, £2.25; Activities Pack 2, £2.13.

A large number of film loops support the course is also available. Science for the 70s
Published by Heinemann, Suggested age range, first two years of secondary school. Book 1, £1.70; Teacher's Guide 1, £2.00; Teacher's Guide 2, £2.00.

This course, first published in 1971, was brought out in a new edition in full colour in 1973. Nuffield Secondary Science Project. Published by Longman. Suggested age range: 13-16, for pupils taking a GCE O level in Science.

Theme 1, The Interdependence of living things, £2.40; Theme 2, Continuity of life, £3.15; Theme 3, The history of man, £3.15; Theme 4, Harvesting energy, £2.40; Theme 5, The extension of some processes, £2.40; Theme 6, More: £2.40; Theme 7, Using man: £3.15; Theme 8, The earth and place in the universe, £3.15; Theme 9, The earth and place in the universe, £3.15; Theme 10, The earth and place in the universe, £3.15; Theme 11, The earth and place in the universe, £3.15; Theme 12, The earth and place in the universe, £3.15; Theme 13, The earth and place in the universe, £3.15; Theme 14, The earth and place in the universe, £3.15; Theme 15, The earth and place in the universe, £3.15; Theme 16, The earth and place in the universe, £3.15; Theme 17, The earth and place in the universe, £3.15; Theme 18, The earth and place in the universe, £3.15; Theme 19, The earth and place in the universe, £3.15; Theme 20, The earth and place in the universe, £3.15; Theme 21, The earth and place in the universe, £3.15; 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BOROUGH OF HARINGEY EDUCATION SERVICE

COLDFAIR J. & I. SCHOOL
Coldfair Avenue N10 1HS

DEPUTY HEAD TEACHER (Group 4)

plus £297 temporary addition

Required for April, 1978.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher of this newly re-organised school.

London Allowance, £402 allowance.

Removal expenses—100% allowed.

Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned as soon as possible.

BOROUGH OF HARINGEY EDUCATION SERVICE

ST. PAUL'S & ALL HALLOWS (C.E.), J.M. & I. SCHOOL
PARK LANE, N.17

HEAD TEACHER GROUP 6

Required for September, 1978.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school, which is to be reorganised in September, 1978, as a J.M. & I. from separate Infant and Junior Schools. Applicants should be practising communicant members of the Church. Salary payable on Burnham Head Teacher Scale (Group 6).

Forms of application from the undersigned (S.A.E.) to be returned to the Chairman of Managers, Miss D. B. Smith, O.B.E., 134 Green Dragon Lane, Whitehorse Hill, London, N.21, by January 27, 1978.

London Allowance payable, £402.

Removal expenses, 100 per cent allowed.

Application forms (S.A.E.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17.

BOROUGH OF HARINGEY EDUCATION SERVICE

STAMFORD HILL J.M. & I. SCHOOL,
BERKLEY ROAD, N15 6HD

HEAD TEACHER GROUP 5

Required for April, 1978.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this newly re-organised school. The school has been designated one of equal priority and an additional allowance of £201-£276 per annum is payable. London Allowance £402 payable.

Removal expenses—100 per cent allowed.

Application forms (S.A.E.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom forms should be returned by 27th January, 1978.

County of Cleveland

PRIMARY SCHOOL
HEAD TEACHER (GROUP 7)
COULBY NEWHAM PRIMARY SCHOOL
Manor Farm Way, Coulbys Newham, Middlesbrough, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above post in a large new housing area. The school, when fully completed, will be a 2 form-entry (560 places) primary school for children aged between 5-11, and the first 240-place infant unit, plus a 40-place nursery unit, is scheduled to open in September, 1978. Subject to final approval it is also planned to add a 70-place special education unit to the school in the 1978/79 building programme which would revise the school's group to Group 8.

Facilities for community use will be integrated with the first instalment of the school. It is anticipated that the successful applicant will take up the post at the commencement of the Summer Term, 1978.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TB1 3BN, not later than 3rd February, 1978.

ilea INNER LONDON EDUCATION AUTHORITY

Headships

St Peter's RC (JM & I) School,
Crescent Road, Woolwich, SE18

Applications are invited from practising Roman Catholics for this headship. Burnham Group 5. The post will become vacant on the retirement of the headteacher with effect from 1 September, 1978. The school serves a wide district including East Charlton, Woolwich and Plumstead between the River Thames and Plumstead and Woolwich Commons. It occupies good modern buildings with adequate playground. Application forms available from the Reverend Correspondent, St. Peter's Church, 103, Woolwich New Road, London SE18 6EP. Closing date for return of completed application forms 3 February.

St Mary's CE (JM & I) School,
West End Lane, Kilburn, NW6

Required for September, 1978, headteacher for this Group 4 school of 204 pupils, who is an active communicant member of the Church of England. Application forms obtainable from the Correspondent to the Managers, St. Mary's School, West End Lane, which should be returned to the Parish Priest, Rev. P. D. Marsh, St. Mary's Vicarage, 50 Priory Road, West Hampstead, NW6 3RE, as soon as possible. Closing date for return of completed application forms 10 February.

HUMBERSIDE COUNTY COUNCIL EDUCATION DEPARTMENT

Required for Easter, 1978 or as soon as possible thereafter

HEADS

Bridlington Moorfield Junior School
Oxford Street, Bridlington
N.O.R. 542 Age Range 7-11

Wold Junior High School
Wold Road, Hull
N.O.R. 352 Age Range 9-13

Guinness & Burringham C.E.
(Controlled) Primary School
Guinness, Scunthorpe
N.O.R. 154 Age Range 5-11

Sigglesthorpe (Controlled)
Primary School
Sigglesthorpe, Hull
N.O.R. 34 Age Range 5-11

Wroth Travis Charity (Controlled)
Primary School
Wroth, Doncaster
N.O.R. 45 Age Range 5-11

Further particulars and application forms may be obtained from the Director of Education (H.Q. Schools), County of Humberside, North Humberside (0482 887131, Ext. 416) to whom completed forms should be returned not later than 30th January, 1978.

HAMPSHIRE

ALL SAINTS C.E. (AIDED) JUNIOR SCHOOL
Leawood Road, Fleet
508 on roll
Required for Autumn Term 1978 or as soon as possible.

HEAD TEACHER—GROUP 7
(Re-Advertisement)
Closing date February 10, 1978.

Details and forms of application obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire (S.A.E., please).

STAMSHAW FIRST SCHOOL (5-8)
Stamshaw Road, Portsmouth PO2 8NN
Required from September, 1978.

HEAD TEACHER—GROUP 6
Closing date February 10, 1978.

S.A.E. for form and details to the Area Education Officer, 17/18 Western Parade, Portsmouth PO6 3JD.

GOMER COUNTY JUNIOR SCHOOL
Plyford Close, Gosport
Required September 1978.

DEPUTY HEAD—GROUP 5
Closing date February 3, 1978.

Details and application form from Head (S.A.E., please).

ST. JUDE'S C.E. FIRST SCHOOL
Warren Avenue, Southampton SO1 6AH
Required for April, 1978.

DEPUTY HEAD—GROUP 4
S.A.E. to Head for details by January 27, 1978.

SPRINGHILL R.C. PRIMARY SCHOOL
Milton Road, Southampton SO1 2HW
Required for April

SECOND MASTER/MISTRESS—
GROUP 7
Applicants may be practising Roman Catholics. S.A.E. to Rev. Canon O. Dwyer, St. Edmund's Presbytery, Robbinston Place, Southampton, for details by January 27, 1978.

HEADSHIP

Thurrock Area—RE-ADVERTISEMENT
ABBOTS HALL COUNTY INFANTS' SCHOOL
Abbotts Drive, Stanford-le-Hope
(Roll 235) Group 5

for this Infant's School with effect from the beginning of the Autumn Term, 1978.

Previous applicants need not re-apply as their applications will receive consideration.

Closing Date: 10th February, 1978.

Application forms and further details obtainable from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

BOROUGH OF HARINGEY EDUCATION SERVICE

CAMPSBOURNE INFANTS' SCHOOL,
NIGHTINGALE LANE, N8 7AF.

HEAD TEACHER (GROUP 4)

Required for September, 1978

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of Campsbourne Infants' School. This vacancy is due to the retirement of the present Head Teacher. London Allowance £402 payable.

Removal expenses—100% allowed.

Application forms (S.A.E.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 3rd February, 1978.

NORFOLK COUNTY COUNCIL Education Department

HEADS

for Three Newly Established First Schools
MATTISHALL FIRST SCHOOL (Group 4)
MUNDESEY FIRST SCHOOL (Group 3)
ORMESBY FIRST SCHOOL (Group 4)

RE-ADVERTISEMENT
(previous applicants need not re-apply)

FLEGGBURGH V.C.P. SCHOOL (Group 2)

Application forms and further details can only be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Marneau Lane, Norwich, NR1 2DL.

Closing date for applications: 7th February.

Removal expenses payable in accordance with the Authority's scheme.

COUNTY OF SOUTH GLAMORGAN

HEAD TEACHER GROUP IV

ST MONICA'S CHURCH IN WALES
PRIMARY SCHOOL, CARDIFF

The Managers invite applications from qualified and experienced teachers, who are practising members of the Anglican Communion, for the post of HEAD TEACHER of this Group IV Infant and Junior School. The Managers are anxious to appoint a progressive and energetic Head Teacher, sympathetic to the religious ideals of the School, to take up duties at the beginning of the summer term or as soon as possible afterwards.

Application forms may be obtained on receipt of a stamped, addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff

PRIMARY HEADSHIPS continued

NEWCASTLE upon Tyne

EDUCATION COMMITTEE
CANNING STREET INFANT
SCHOOL
Group 5

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 5 school of 120 pupils, with effect from September, 1978.

Application forms and further details may be obtained from the County Education Officer, 25 Northgate Street, Newcastle upon Tyne, NE1 1JL. Closing date for applications: 10th February, 1978.

WILTSHIRE
HOLTS CONTROLLED SCHOOL
Number on roll: 125

HEAD TEACHER required for September, 1978.

Application forms and further details may be obtained from the County Education Officer, 25 Northgate Street, Newcastle upon Tyne, NE1 1JL. Closing date for applications: 10th February, 1978.

WILTSHIRE
FOYANT (C.E. CONTROLLED)
Tisbury Road, Foyant
Number on roll: 67

HEAD TEACHER required for September, 1978.

Application forms and further details may be obtained from the County Education Officer, 25 Northgate Street, Newcastle upon Tyne, NE1 1JL. Closing date for applications: 10th February, 1978.

WILTSHIRE
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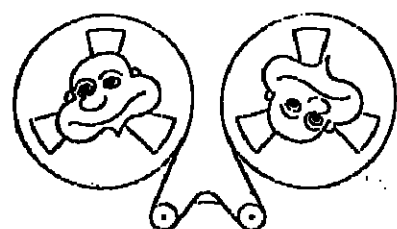
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WILTSHIRE

FRED learns ABOUT COMPUTERS



In common with the other titles in this successful series this Fredbook conveys to the reader the key features and ground-rules of the subject, simply and painlessly. This is achieved through the use of a clear conversational style and a page-by-page use of pictorial explanations. The essentials of the subject are examined in some detail, giving a general but comprehensive account. Although the style throughout the text is deliberately kept simple, this simplification should lead to a deeper, rather than a shallower, understanding.

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Smaller and smaller...

A. K. HENNESSY reports on the potential of minicomputers

Recent developments in computer technology are beginning to revolutionize the provision of computing facilities for universities, polytechnics and colleges of technology, further and higher education.

Until a few years ago, any educational institution that wanted to provide a compilation of student programmes, say in COBOL, would have to run them on a main frame computer. Such a machine would cost from £250,000 to £1m by the time it had been installed; it would also cost from £50,000-£500,000 a year to run a service based on the machine. Enhancements to bring the existing machines up to date in terms of capacity and capability could cost up to £100,000 or £500,000 or more.

With such large costs, it was necessary to ensure careful management of the institution's single computer. This, of course, meant a centralized computing service which attempted to provide services throughout the institution. It also meant Government control and preference for obsolescent ICL systems.

One of the main difficulties in having a centralized computer service is that it quickly moves away from its original purpose: provision for academic requirements.

The time comes when administrative requirements, especially for punching of data, are put before the needs of students. For day-release students in the polytechnics and colleges, a delay in punching of just a few hours can make the difference of a week in getting their programs back.

For the academic staff, this is an unacceptable slow service. For the head of the centralized service, the problem is one of scheduling work to keep the minimum number of people reasonably happy; he has to juggle priorities.

Another problem with centralized computer services is that they tend to be too complex for academic staff to use. Unless an expensive service is provided, staff who want to use the computer, for survey analysis, are obliged to the general direction of manufacturers' manuals and left to struggle with technical jargon, highly specialized techniques and totally incomprehensible instructions.

Centralized computer services, because of their high costs, have to be operated by specialist technical staff. This means that students are unable to get their hands on the machines, to get the "feel" of how they work. In most institutions, computing aids are not allowed past the doors of the computer room except on escorted tours of less than one hour.

During the past few years, a number of specialist computer bureaux have been established to deal with specific computing needs, such as insurance, computer-aided design, information retrieval, and engineering calculations. Authorization for funds to use these computer bureaux is often denied academic departments on the ground that the central computer service could provide such a service. The fact that development of some specialist services would be impossibly expensive is often

ignored, and the promised services never do, in fact, materialize. Many academic departments gain access to the bureau by "back-door" methods: by research grants, by getting help from industry, and by arranging demonstrations. None of these are satisfactory in that they take a lot of academic staff time and do not give students the needed access.

Managers of central computer services tend to frown on the proliferation of terminals in the academic departments; they prefer a central room in which many terminals are installed because they can then be used by staff and students from all departments. The fact that a central terminal is too far away from the academic department for the academic staff and their students to be of much use in the teaching situation is often ignored.

But now, a new series of developments in computer technology is about to revolutionize the situation. The cost of computer power has dropped remarkably in the past three years. For example, an NCR 8250 costing less than £20,000 can provide on-line editing facilities for up to eight students at a time and can compile and run a student COBOL programme in about five minutes.

Phillips, Hewlett-Packard, Honeywell, Burroughs and many other manufacturers offer similar facilities. This means that, in an hour-long programming practice session, 12 students can edit and run their programmes. Because 12 students are about all one tutor can cope with in a one-hour practical, these small machines seem ideal for a departmental "computing laboratory".

The advantages of these machines are numerous: they do not need special flooring and ventilation; they can be run by the academic staff, technicians and students, and priority for their use is brought back under the control of academic staff. Keyringing of longer programs can be done by typists, thus causing the problems of dealing with the punched cards no longer arises; the programs are entered directly on to magnetic tape or disk.

Compared with the 24-hour-plus turn-around time (the time it takes a computer job to be handled by the system from the point at which the user gives in the work to the service until it is returned to him) of the centralized service, the localized "mini" system has much appeal for staff and students.

Another technological development is the tendency for the manufacturers of the "minis" to provide a comprehensive library of easy-to-use reliable programs. This means that academic staff do not have to negotiate a "go-beyond" to the central service for programming assistance in the development of demonstration packages.

In many cases, especially for commercial work, the programs are simply on call. Sometimes they are "hard-wired" that is, they have been converted into micro-circuitry and the appropriate circuit board need only be plugged in. The usual problems of unstable, difficult-to-use programs with long development times are largely avoided.

When things do go wrong, programs, the manufacturer is directly responsible for the problem. With central computers there is usually a lot of such work and many delays.

The new "mini" usually, another advantage: they can be connected to external computers via the telephone. This means the academic staff can easily switch the mind from a small "local" program to a contact with specialist base views. They can also be held data that is collected the day for transmission to evening when telephone charges are cheaper.

There is also a new low special-purpose "mini" which is used to perform only a few tasks, such as computer setting, process control, and charging and analysis. In such cases and technical courses tend to be industry-specific "minis" provide all the putting facilities an academic must require. Some of the for as little as £2,000 and so on.

The purchase of all the equipment is supported through a central Department of Education and Science and can be vetted by those in charge of the equipment. The department's inspectors who are delegated to advise on facilities. Most of these facilities also have responsibilities for mathematics and statistics, and industrially based subjects.

Because it is much easier to deal with a computing service, they tend to allocate funds through vice instead of to particular departments. But some of the "mini" is not just there thought for the future. "Accounting" is selling for £19,500 from a system consultant firm; a "mini" with a number of commercial programmes and to compile and run COBOL programmes?

Control over terminals is difficult for who would be identify a 1750 "typewriter" video display terminal? Well, about the £4,000 "what-when"?

The new low cost and the "minis" mean that the fully DES control over computing will have a devolved to those responsible for the various academic areas that decisions about public equipment and use of the will be taken in the light of academic needs, a particular department, in which the decisions about laboratory equipment for physics, mechanics, engineering, chemistry, biology, now made.

And the advent of the is going to achieve something computer power will be another tool under the academic staff to aid learning, mystique, sans jargon, sans A. K. Hennessy is senior lecturer in data processing at Middle Polytechnic.

...and yet smaller

A. K. HENNESSY reports on the potential of minicomputers

There are three general ways of using a computer. Two of them do not depend on the physical presence of the computer—you communicate either directly over telephone lines or indirectly via prepared paper tape or pencil marked cards. The third method is to situate the computer where it is going to be used.

Berkshire pioneered the use of in-school computers when in 1970 they purchased two mini-computers. One was shared between four schools, being moved from time to time; the second was used to develop teacher training courses in Bulmershe College of Education.

At current prices, the shared computer represented more than £3,000 a school while only being usable for a quarter of the time. In even those educationalists who accept the case for computer education in schools, this represents the argument against providing computer resources.

Fortunately, technology has supplied an answer. I wonder how many readers have heard of an electronic device called a microprocessor. It is a tiny integrated circuit, no larger than a few millimetres, which produces a machine that the working party now recommends as suitable.

One impressive feature is that, despite the growth in demand since 1970, the minimum system occupies less than a quarter of the box. This not only leaves room for expansion, but provides an easily portable system. It is a resource that can be used 52 weeks of the year, providing not only education in the classroom for pupils but also at home for the teacher, very necessary in such a poorly supported new subject.

The actual computer system, however, is only part of the total support necessary to make effective use of such a tool. Just as a university graduate is ill-fitted to teach in a

school without the support of a curriculum and courses, the computer cannot be used as an educational tool until it has been correctly programmed.

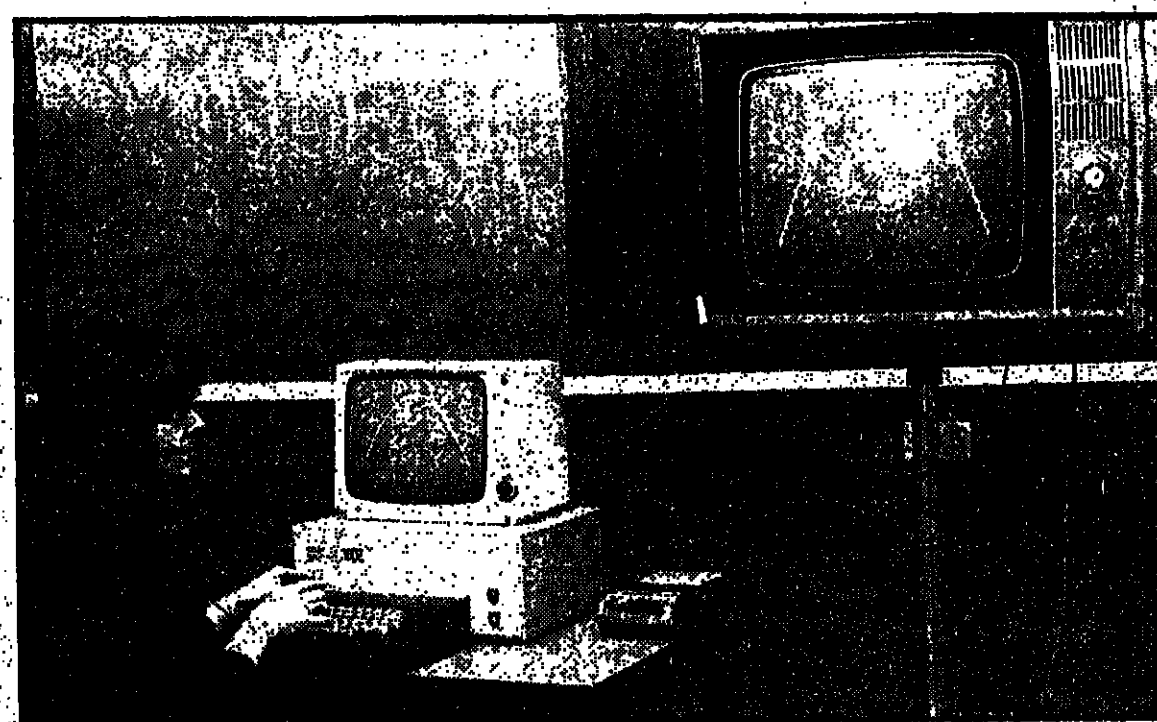
It is, however, a flexible instrument, but developing ways of using the computer is as time-consuming as developing a complete course of studies in any subject. Some work has already been done in Berkshire along these lines, and it is interesting that the use of the computer has offered an alternative to the general philosophy of a student making mistakes and having them corrected at a later stage. Mistakes are corrected as soon as they are made.

Such an approach has led to the breaking down of the traditional man-machine barrier: the machine truly aiding learning without placing severe constraints on communication.

An example of this is a spelling "game" which has been devised where the names of pictures and objects on numbered cards are typed into the computer by a pupil. The pupil will never see an incorrectly spelt word on the computer screen, as incorrect letters are ignored, although a running total of incorrect entries is made for an end of game "score". The applications of such a game come from the initial learning of spelling to remedial teaching, not only in English but also foreign languages.

Initial testing seems to suggest that children as young as six find such games enjoyable. The effectiveness of the system is illustrated by the case of a nine-year-old who had for years mispronounced and mispelt ambulance as "ambulance". It took only a few minutes to put this right with the computer game.

Chris Robinson, formerly head of computing at Garth Hill School, Bracknell, is now a consultant with Leasco Software Ltd.



Research Machines 3802 microcomputer.

Continued from previous page

much reduced and individual guidance enhanced.

As always the success of the method depends on the amount of preparation done by the teacher. The style of teaching is entirely different from traditional chalk and talk. Teachers now to the game can easily find themselves in a void with the whole class revolving around them, apparently without needing any help. It is said to take at least a week to become accustomed to this, and another three before full confidence is restored.

There are new techniques to be mastered such as the use of flow charts for lesson planning and a method of rationalized subjective assessment that is beyond the computer. Face-to-face teaching, where it occurs, is of a different order: a response to cries for help or brief tutorials on aspects of a subject as requested by the computer programme.

Biology subjects are taught in five-week courses designed by William Broderick and Keith Lovatt, who run the Haverling com-

puter service. Mr Lovatt told me he expected pupils using the computer learning tasks to show a net learning gain of 20 per cent. "In normal teaching the gain is much less. Teachers can count themselves lucky if it is as high as 10 per cent."

Teachers are naturally sceptical about this, but Mr Lovatt claims measurable results. "Pupils are tested before and after a normal lesson, and teachers are quizzed at how little the pupils have learnt." He chose to start with biology simply because that is his own subject. At present these start from the third year, but he hopes eventually to develop programmes going back to the first year, although most schools in the borough now integrate the science subjects in the lower school.

Programmed courses are reserved for the more difficult concepts and Mr Lovatt expects genetics to be among those he will have to tackle. There is one much more pressing need, however, the reading of scales. "It applies to any graduated form of measurement—clocks,

rulers, scales—and particularly in the lower school." He estimates that some 40 per cent of lower school pupils are unable to measure accurately in millimetres. "Probably a third cannot read scales of any kind, and that is a conservative figure because it doesn't allow for copying."

To run computer assisted courses costs 19p a pupil, which Mr Lovatt considers "pretty high". The total cost of the service is £15,000 a year. This is partly offset by the interest of other local authorities, notably the Scottish. Some of these are buying Haverling courses and operating them under licence. Capital cost of the equipment, including the Hewlett-Packard computer 2116, was around £30,000.

Teachers' reactions to the innovation vary. The young tend to be the most conservative, those in their 40s the most open to new ideas, probably because they have the confidence of experience. A survey revealed that roughly two thirds of pupils prefer learning in a computer-aided system, and disapproved was stronger among boys than girls.

Computers in the Curriculum

Schools Council Project 1973-1977

Project Director R. Lewis, Reader in Computer-Aided Learning, Centre for Science Education, Chelsea College, London

The materials of this project—
● relate to five curricular areas—Biology, Physics, Chemistry, Economics and Geography, and whilst designed for use with fourth, fifth and sixth forms, will be useful for tertiary level students.

● are devised to introduce into the classroom an additional teaching resource at points in the study of a topic where the computer can offer facilities not otherwise available. The primary aim of the material is to use the computer to broaden opportunities for learning and to help develop skills related to the physical and social environment.

● have been developed by practising teachers and have been thoroughly tested in the classroom over a three year period. Guided by the teacher, and led by questions in the students' material, pupils can use their knowledge of a topic to plan, for example, simulated experiments via a computer terminal linking this where possible with observations of the real world leading to classroom discussion. Previous familiarity with computers is not assumed and the project does not seek to replace existing teaching methods.

The computer programs used do not produce pre-determined results. They call for an active response on the part of pupils and encourage them to make a critical analysis by drawing conclusions from the output.

These materials, therefore, provide an experience of experimental work that would otherwise be impossible—for instance, where tedious or complex computations mean that an investigation cannot be taken beyond a fairly simple stage, or where an experiment would be too expensive, dangerous or lengthy to set up in the school laboratory, or too time consuming as often found in the study of genetics or population growth.

Each subject pack is a polythene envelope containing approximately 200 loose-leafed, pre-punched A4 pages, organised into teacher's notes and related pupil leaflets or notes. Each pack covers from seven to nine topics and permission to duplicate sets of pupil sheets has been given. The longer pupil notes are also available in sets for an extra charge and a voucher is enclosed for this purpose. The supporting computer programs and documentation are available at no extra charge and a leaflet explaining how these can be obtained is included. The computer programs are in BASIC and are designed to run on most computer systems.

Price per pack £10-12 approx
The topics covered in each subject area will be:

[] Physics
Capacitor discharge; Photoelectric effect; Gaseous diffusion; Mass spectrometer; Radioactive decay; Planetary motion; Gravitational fields; Home-heating (2225 X) (especially suitable for the younger age-range and available separately).
January 1978

[] Chemistry
Chemical equilibrium; Rates of reaction; Use of chromatography; Electrochemical cells; Lattice energy; Contact process; Element Game.
July 1978

[] Biology
Human energy and requirements; Transpiration; Heredity; Statistics for biologists; Pond ecology; Predator-prey relationships; Counter-current systems.
January 1978

[] Geography
Drainage basin morphometry; Industrial location; Farm management statistics for geographers; Human population growth; S. R. Railway Game; Joint-stock Trading Game.
July 1978

[] Economics
Theory of the firm; Price stabilisation; Price fluctuation; Elasticity of demand; International trade; Multiplier; Monetary policy; Banking; Fiscal policy.
March 1978

Please send me the sample packs I have ticked for my inspection

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Covers basic programming for the computer, including data entry, data processing, and data storage.

BASIC TRAINING IN SYSTEMS ANALYSIS

(2nd Edition 1972) Edited by ALAN DANIELS and DONALD YEATES

A comprehensive manual based on the basic National Computing Centre Project, now being used by many colleges of further education and by a growing number of private organizations.

INTRODUCTION TO MICROPROCESSORS

Edited by D. ASPINALL and E. L. DAGLESS

Describes the microprocessor as a component in the context of a computer system. The contributors include both experts and beginners.

Inspection copies for teachers and librarians available from Pitman Publishing Ltd, 39 Parker Street, London WC2B 5PB. When applying state in which capacity you wish to order.

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Powerful drawings

G. K. Clutterbuck on computers and art

With applications of computer principles being found in more and more disciplines, it follows that computer studies in schools should be introduced in as many subject areas as possible. This imposes a real challenge to school staff, but it is one that should broaden the teaching possibilities, by providing more "reasons why" for studying. For both staff and pupils, an easy-to-understand start to making a computer work can be by some form of "computer graphics"—that is, using a computer to produce a visual image rather than pages of text and figures which may be difficult to interpret.

As a first attempt, some pattern, diagram or drawing can be more exciting and therefore more encouraging than masses of letters and numbers which computers can spew out by the mile.

To produce such a pattern or drawing calls for the use of a clearly defined sequence of basic computing principles, much like learning to drive a car, and can therefore be justified as a viable computer study—not just wasting expensive computer time.

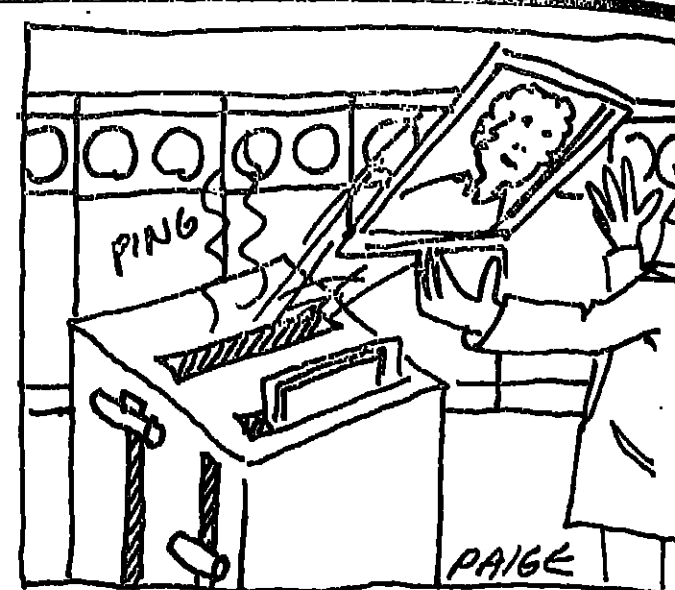
Standard programmes, which are instructions for use, or "recipes", held by computer centres or computer enthusiasts, explain how a user can set about giving directions to a computer to produce their own particular "masterpiece".

Sympathetic computer staff or enthusiasts who can explain themselves in normal English and with patience will help any newcomer over these initial stages.

The art and design department of any school with an emphasis on design studies is an obvious starting point for computer studies for beginners.

The essentials of computing embody all the basic principles of design—initial examination of the true nature of a problem; determination of logical steps to solve the problem; decision on the method of achieving the solution.

Practice with these basic design principles of logical thinking and accuracy can improve a pupil's educational experience and study of any subject, not just computing. The speed with which a computer can prove that a user has made a mistake in compiling instructions provides a salutary exercise in the



value of accuracy, an objective not so easily tested in some other subjects.

Pupils can quickly see a return for their efforts. The drawing or diagram will usually have errors which are obvious and easy to identify, and this identification and correction can be a fascinating chore and an encouragement to beginners to keep trying.

These budding computer users soon realize that it is rarely the computer that makes a mistake. Usually, mistakes are in the instructions or data given to the computer by the user.

Art, design and craft departments in schools and many colleges may not have access to sophisticated computer equipment but will produce drawings or visual aids. This problem can only be resolved by some shopping around by dedicated staff. But the oft repeated axiom of the computer specialists, willing to help will be, to begin with, "Keep it small and keep it simple".

It is now recognized that computer education in schools is important at both vocational and social levels—vocational in order to meet the growing demand for the great number of people who will be needed to make computers their career, socially because pupils growing up into a world where computing in some form or another will be influencing every aspect of their lives.

It is the ease of getting access to a computer by using graphics programmes which is the present situation as a proposition worth pursuing. Computer graphics make it possible for pupils who already recognize the power of the computer, to extend their studies, but also provide an introduction that can capture the interest of pupils who

might otherwise reject the value of accuracy, something which is of great benefit to them in the future.

Many programmes exist for producing diagrams or drawings on a computer, and others are being developed. Some of these are: a Polydram programme, designed by a student in the Department of Education, University of London; a Polydram programme, designed by a student in the Department of Education, University of London; a Polydram programme, designed by a student in the Department of Education, University of London.

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Deputy Headships Senior Masters/Mistresses

OXFORDSHIRE
The County Council is seeking a Deputy Headship for a co-educational comprehensive school in the Oxford area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the County Council, Education Department, 100, High Street, Oxford OX1 1JH.

SANDWELL
The Sandwell Education Authority is seeking a Deputy Headship for a co-educational comprehensive school in the Sandwell area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Sandwell Education Authority, 100, High Street, Sandwell B70 1JH.

SOLIHULL
The Solihull Education Authority is seeking a Deputy Headship for a co-educational comprehensive school in the Solihull area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Solihull Education Authority, 100, High Street, Solihull B37 7YH.

TAMWORTH
The Tamworth Education Authority is seeking a Deputy Headship for a co-educational comprehensive school in the Tamworth area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Tamworth Education Authority, 100, High Street, Tamworth B77 1JH.

WOLVERHAMPTON
The Wolverhampton Education Authority is seeking a Deputy Headship for a co-educational comprehensive school in the Wolverhampton area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Wolverhampton Education Authority, 100, High Street, Wolverhampton B1 1JH.

WYCOMBE
The Wycombe Education Authority is seeking a Deputy Headship for a co-educational comprehensive school in the Wycombe area. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Wycombe Education Authority, 100, High Street, Wycombe B91 1JH.

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10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100
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COUNTY COUNCIL
EDUCATION OFFICER
KIRKSTON UPON
DRIFFIELD
THIRSWALL AVENUE
Road: M. B. Dick

Scale 1. The said
C.G.E. O. O. and
Ability to teach with
or help with children
an added advantage.
This is a mixed
school for 1,170 up
18 years.
Application forms
and leaflets should
be sent February.

**ISLE OF WIGHT
(COUNTY COUNCIL)**
COWES HIGH SCHOOL
Crisfield Avenue,
Isle of Wight POA
Ages 13 to 18
(Group 1)
Roll : 1,124
Required for 11th
MUSIC TEACHER
and assistant
teaching Choir.
examination work
department.

D HIGH SCHOOL
 en in September, 19
 ed : 750 places
 rom experienced te
 m for the posts of :
ENGLISH (Scale 4)

SCIENCE (Scale 4)
HUMANITIES (Scale 4)
SUBJECTS (Scale 4)
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ee) from the Area
Edmunds.
County Co

100

Education Department

STONISAND HIGH SCHOOL

Suffolk County Council

Suffolk County Court

Child Care Officer

Residential Grade 4—£2,983-£3,575 (inclusive of supplements)

An experienced and preferably qualified Child Care Officer is required at Norton School, Kington, a Community Home School for 80 boys aged 14-19 years which is now part of the Child Care Service in Warwickshire. The School is situated in a very pleasant South Warwickshire village near to Warwick, Stratford-upon-Avon and the Cotswolds. The principal aim of the School is the rehabilitation of the boys and the person appointed should have a special interest in caring for adolescents and the ability to work closely with the teaching staff, social workers and families. This post would offer valuable experience for teachers who wish to work in a residential setting in a non-teaching capacity or for serving residential social workers who wish to broaden their experience. Accommodation is available to rent on a service tenancy and the ability to advance in approved circumstances. The Headmaster, Mr. M. Lewis (telephone Kington 6466) will be pleased to discuss the post with potential applicants.

Application forms are available from the Director of Social Services, Shire Hall, Warwick, (telephone 2443). Closing date: 1st February 1978.



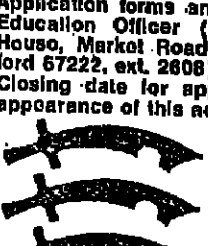
Warwickshire

CAREERS OFFICER

HARLOW (POST NO. CS.052)

A.P.3 (2292-£282 plus £120 p.a. outer fringe area allowance plus Phase I and II supplements) for those who have completed a course of training for the Careers Service.

OR A.P.2/3 (2259-£282 plus £120 p.a. outer fringe area allowance plus Phase I and II supplements) for university graduates or those holding comparable qualifications. Candidates should have the ability to tackle the problem of giving careers advice to a mixed ability group of young people. Experience in teaching, industry or commerce would be an advantage. Application forms and further details from the County Education Officer (G), P.O. Box 47, Thredneedale House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2608). Closing date for applications is two weeks from the appearance of this advertisement.



Essex County Council

Education Department

Youth and Community Tutor

(2 posts) Woodway Park School & Community College J.N.C. 3 £4,266-£4,749 (including pay code supplements)

Applications are invited from suitably qualified and experienced persons for the posts of Youth and Community Tutor at this purpose-built Comprehensive School which has facilities designed for use by the School and the Community.

The School is developing as a Community College in association with neighbouring Community Associations. The posts therefore provide positive opportunities for broad based community work. The successful candidates will work to the Head of Community Activities, who leads the Youth and Community staff based on the school and develops initiatives with the Community Associations and other groups and agencies within the area.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, Tel: 25555, ext. 2292.

Returnable by 3rd February 1978.



Coventry

Community Homes and Associated Institutions

HAMPSHIRE SOCIAL SERVICES

WINCHESTER COMMUNITY HOME

Andover Road, Winchester

TELEPHONE 4111

MAIN SUBJECT: PHYSICAL EDUCATION

Secondary: GENERAL SUBJECTS, particularly SOCIAL SCIENCES

Winchester is a Community Home with 45 boys and 45 girls, situated one mile from the centre of Winchester. The person appointed will be one of a team of 10 teachers. Salary: Band 1, £2,983-£3,575 plus 10% supplement. Community Home: The appointment may be residential if required.

For informal discussion contact Mr. J. H. Smith, Director of Social Services, Winchester, 10-11 Abinger House, Winchester, SO1 1AA. Closing date: 28th January 1978.

HERTFORDSHIRE

ST. CHRISTOPHER'S FELLOWSHIP

Westbury, Wilts. SN6 7JH

Westbury Community Home for emotionally handicapped boys requires for

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Youth and Community Service

BIRMINGHAM (City of)

DISTRICT COUNCIL

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Everything is like something

Michael Church reviews an interview with Isaiah Berlin

Men of Ideas
BBC 2 Thursdays

Long live talk, and, since heads do this best, long live talking heads. Could anyone who saw Sir Isaiah Berlin's head on television last night honestly doubt the value of philosophy when it is practised with wisdom and intelligence?

Bryan Magee MP, who conceived *Men of Ideas*, spoke last week of television's value in this respect, as opposed to mere radio. It was a question, he said, of the sense of acquaintance we got with the speaker's personality—and, in Berlin's case, how true. In this 45-minute chat, where virtually nothing autobiographical was allowed, latitude and where the great truths about philosophy's nature and importance were swiftly laid out, the totality of the man came magnificently across.

Magee had spoken also of the need to assume interest, but no prior knowledge, among his viewers, of television's tendency to under-rate its audience's intelligence and attention span, and of his intention to provide a series which would add up to an accessible history of philosophy today. Herbert Marcuse, A. J. Ayer, Anthony Quinton, Bernard Williams, Iris Murdoch, Noam Chomsky and others will all, over the next 15 weeks, deliver Sir Isaiah spoke rapidly, but to my non-philosophical ear he made perfect sense. He seemed to be suggesting that philosophy was a way of analysing our assumptions and thus of acquiring greater self-knowledge. Action usually precluded analysis, and society needed men of

both sorts—though not too many of the latter.

He chose the Declaration of Independence as an example of a statement which called for philosophical analysis, he groped helplessly for the words, Magee immediately supplied them, and then off he went into a bright scatter of possible interpretations of the word "rights".

As an example of a question of moral philosophy he offered the case of an intelligence officer he knew who had once been faced with a dilemma. A collaborator had been caught and was due to be shot, but a false temporary promise of amnesty might elicit valuable information. On one hand you had the utilitarian view—the end justifying the means—and on the other you had the view based on the sanctity of human relations, of keeping faith. He quoted Dostoevsky, and did not bother to tell us what the officer finally did.

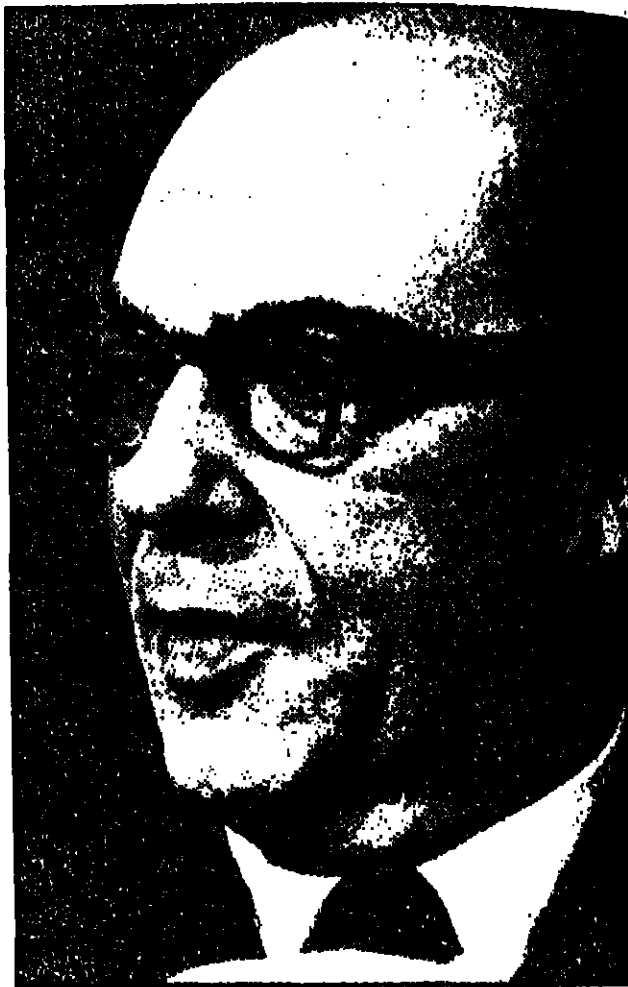
He vindicated philosophers' current concern with linguistic analysis and quoted Heidegger on the real power of the philosopher in any society. He explained the difference between empirical questions and formal questions (rules did not have to be true, they just had to be rules). Nearly all questions fell into one of these two baskets, and it was when a question fell into neither that philosophy sometimes came into play. He quoted E. M. Forster: "Everything is like something. What is this like?"

Historically, he said, questions were sometimes reformulated and made to fall into one of these two baskets, thus ceasing to be philosophical matters at all. Astronomy

had been removed from the realm of metaphysics and placed in the ranks of the observational sciences. Philosophy's role throughout history was constantly to shed bits of itself, like the sun throwing off the planets (Austin). Philosophical questions were like those of children: what is time? What is death? Most children finally gave up asking these questions, and the ones who did not give up became philosophers. The deployment of kidney machines was a matter in which a little philosophic analysis might help. Moral philosophy might not give answers, but it could clarify questions. Magee and Berlin agreed at length that the history of philosophy was the history of changing models of society, and that those who did not question the model prevailing at any time consented in effect to remain its prisoners. It all came tumbling out, and it was all so simple and sensible.

Members of the press have been given a glimpse of delights to come—Episode 11, with Chomsky. For me this failed completely—by the end I was shutting my eyes and trying to forget Chomsky's careful, expressionless face so as to concentrate on his careful words. Whereas Berlin's great insights resounded and offered constant points of purchase, Chomsky's—great scientist though he may be—seemed arid and self-enclosed. Still, you cannot win them all, and this week was a great victory.

An academic philosopher will review the first half of the series on this page in six weeks' time.



in their own write

Blatchford looks at a series devoted to language in action

Workshop
Tuesdays, 10.21-10.41

Others adept at coaxing 11 to 12 into creative writing from random images. *Writer's Workshop's* five series this term (three are offered lively language in sessions).

And series host Michael writes in the teacher's notes: "It is aiming to stimulate language in schools by any means possible. He also advises that a pupil who aspires to 'I'd say to him that a' enables him to gain and hold on life'."

Week's programme, "New York 1" was introduced by a notebook in hand as he wrote into the Big Apple and prompt responses to that kind of panorama, Manhattan of hollow mountains, towers of telescopes, like on a giant birthday cake, a not a few moments. Baldwin's enthusiastic and quotable presentation is to ask who notes while watching, an empirical proposal, proved annoyingly distracting.

Park's monolithic emptiness, the frenetic unrelenting Park, once again, the film locations, but given a perspective by some camera angles. The image of

the Big Brother City as a menacing pursuer is dramatically near and provocative, but the poet's half-hearted chase through the East Side was poorly executed while the pounding music evoked an overzealous production of Starksy and Munch.

For the second programme we turn to the lives and work of newscasters and concentrate on what words can and cannot convey, especially in relation to visual images. A powerful sequence of reportage from the Vietnam War highlights how commentary supports what we see, and Baldwin further demonstrates, by attaching the wrong commentary to film of a flood scene, how we use language to symbolize reality and thereby understand it.

The second half of "News Report" focuses on the making of a newspaper story, with its compression, factuality and readability. What starts as a leading article in an early edition of the *Evening Standard* becomes a ten-line news-in-brief in the *Late Final*. Baldwin invites a journalist to talk us through his "language in action", which could have been interesting, but in the event fails to ask the right questions.

"Jobs" is language in the world of the building site, interwoven with a barrage of noise and the rhythms of work. There is poetry and story which directs pupils towards inquiring into the unique idiosyncrasy of every job. The fourth programme, "Dialect", continues in similar

vein and is both amusingly assembled and instructive.

Expectations of speaker and listener are given a stiff awakening as the fruit seller employs Standard RP, the newscaster a delightfully rich cockney. Transcription of dialect is at the centre of this particular workshop, and Michael Baldwin takes an illuminating and well-annotated look at certain dialect variations which should lead pupils to their own investigations.

Random images provoking sharp, fresh writing is the intention of "Flight", which tries to put us in contact with the sensations of being in a helicopter, gliding and hanging-gliding, free-falling, parachuting, hot-air ballooning and in action with the Red Arrows.

Writer's Workshop seeks to explore language in situations which children can experience, and here inevitably their knowledge will be largely secondhand. None the less, the intrusive music-over-ear, the programme has a wealth of eye-catching scenes and some evocative accompanying poems.

Possibly the most fruitful aspect of the workshop venture is the 72-page anthology which goes with the series (this and next term). It picks up the same themes necessarily, and includes a range of writing extending beyond the scope of the lower secondary pupil. The "Thinking About" sections provide splendid teaching material independent of Baldwin's 20-minute kaleidoscopes.

Coming out and speaking up

Christopher Griffin-Beale on programmes for the deaf

Large audience for an educational programme for the deaf had far too small to be met by the schools' television. But ILEA's Television Service (now part of the integrated City of London Television Service) can offer an intimate *Deaf Next* is a service of programmes (15 minutes each) in the falling hours of the evening. It is the inner London cable network and available nationally via Guild Sound and Vision.

Education is to help deaf pupils appear to be speaking, and to be able to understand what is said. The programmes are presented by deaf and hearing performers, and the knack of enunciating is particularly well contrived to be, I hope, a popular success. Better, however, is the name of the house, *The Chubbey Chubbey* of the Shakespeare House.

Each programme is the story and encourages them to tell it, but Kaye ends by asking the children questions, offering a choice of answers and a clue in a picture-caption.

Despite the success with which producer Tony Wise and writer Les Todd seem to have geared the programme to the target audience, they have already proved useful for children.

school kaleidoscope

By O'Grady

Daisy exploits an enormous number of ideas and techniques—no secret is being made of the fact that it is a high-budget project. Each programme contains—always in the same order—cartoon sequences, a place by a "black theatre" puppet group (the actors dress in black and the puppets, objects on clothes are lit so they appear to have a life of their own), and a sequence in which presenter, Jan Harvey and Alan Rothwell, illustrate activities or recite a short rhyme.

The star turn, however, is the duo of Wriggle, a lively woman and Spodge, a lively man. Children, says the producer, Stephen Clarke, are to be taught to be like Wriggle and Spodge in the way they use their voice and the wisdom of

their stories are on film or in the studio, they are always carefully shot, so that the speaker is clearly visible in medium shot, more often in close-up, but otherwise the actors do not put any false emphasis into their articulation nor are there any big close-ups of lips (as in the phonetic practice sequences in *On the Move*).

The actors talk at something like natural speed, and Mark Burdiss does not modify Tom's broad cockney phrasing through key words have been chosen with care. The aim here is not to encourage lip-reading in an artificial situation, where every word can and should be spotted with precision, but to help children practice lip-reading in the real world, where (as in a foreign language) of understanding the gist of a sentence rather than every word.

To help children to check their comprehension of the dialogue and the story and encourage them to tell it, but Kaye ends by asking the children questions, offering a choice of answers and a clue in a picture-caption.

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they have already committed themselves to making 25 programmes to the target audience, they have already proved useful for children.

Quavering

Robin Maconie

I thought the axiom about the composer always being right signified a measure of respect, only for a moment. Why it should be different if your customers are 10 to 12-year-olds and your product an educational series I do not know, but Thames Television claims to know better.

Take an analogy. Imagine an independent television history series of nine programmes. The series is called *What is the meaning of Life?*, a question which it does not expect to answer and barely attempts even to ask. Indeed, the aim is "to demystify" the subject of such troubling considerations and make it more entertaining. "After all," a producer remarks, "children at that age are frankly bored by biology".

That is the fiction. The fact is that Thames's *Music Round*, which begins a fortnightly run on January 17, at 10.21, is a series designed for 10 to 12-year-olds who are "bored with music". The series theme is "What is Music?" and touches on the rudiments, the voice, percussion, strings and woodwind, notation, duet, ensemble, and some evocative accompanying poems.

Possibly the most fruitful aspect of the workshop venture is the 72-page anthology which goes with the series (this and next term). It picks up the same themes necessarily, and includes a range of writing extending beyond the scope of the lower secondary pupil. The "Thinking About" sections provide splendid teaching material independent of Baldwin's 20-minute kaleidoscopes.

The shelf life of a series like *Music Round* is assumed to be about three years, depending on demand. It is a much longer shelf life would they have it if they were designed in modular stages to can be used ultimately a complete video music course? Television has an important documentary and teaching role to play in music, but one that is based on respect for music skills and the ordinary child's willingness to learn.

Home movies

The British in India, especially during the inter-war years, have hitherto been regarded either as a rich source for fiction or as a cause for earnest censure of British Imperialism. Recently the subject has acquired a new status.

Films from the Raj, a half-hour educational documentary compiled from the home movies taken by the British in India in the twenties and thirties, reflects this. It is drawn from nearly two hundred personal films.

The film is intended to illustrate facets of social, domestic and administrative life. To those whose view of our imperial involvement has been formed from Kipling, Mughal and the BBC radio series, *Plain Tales from the Raj*, these flickering, blurred but authentic extracts are a revelation.

The producers of the film are Mary Thatcher, archivist at the Centre for South Asian Studies, and Victoria Wagg-Prosser, a one-time Documentary Acquisitions Officer of the National Film Archive. They have put a sound-track over the silent amateur films.

There is a vogue at present for underlining and viewing old home movies: the BBC series, *Caught in Time*, indicates an assumption of a film that shows some of the ideas presented in the programme being put into practice in a play-school. Each programme has a theme. (Brushes and stripes are the themes of the first two), but this is never obtrusive. Clumsy emphasis that fun is the main ingredient, not didacticism.

On the first showing *Daisy*, *Daisy* might appear to be a bit of a hunchpotch. It needs a regular audience who become keyed into the format and know the different characters. In this case it should keep lively four-year-olds on their toes.

Briefings

Radio and tv

FE and general interest

Men of Ideas (Sunday, 15.40 BBC2). A new series in which 15 Western philosophers discuss their work, ideas and beliefs with Bryan Magee.

Reading After Ten (Tuesday, 19.00 Radio 3). In "Whose Responsibility?" Colin Harrison sets out to prove that reading is not the prerogative of the English department. *The Engineers* (Tuesday, 23.30 BBC1).

Fine engineering measurements used to be made by hand. John Pether has developed an electronic micrometer. Its practical applications are discussed. *Music in Principle* (Friday, 19.00 Radio 3).

From Major to Minor? Paul Roberts describes how Cole Porter, Schubert and the Beatles have put major and minor to good use.

For schools

Facts for Life (Monday, 11.17, Thursday, 9.42 ITV). Over-15s begin a four-part unit about the events of the first 18 months of human life. Each programme is in "Factual Matters" is self-contained, the first dealing with conception and ante-natal care.

Springboard (Monday, 11.20 VHF4). "Into the Labyrinth" continues with a fantasy story developed from a letter received by an Indian child from her grandmother. *Meeting Our Needs* (Monday, 11.30, Wednesday, 9.42 ITV).

Ten to 13-year-olds pursue their study of economics in the community with an investigation of the historical background to coins. *Mathsman* (Tuesday, 9.38 BBC1).

Try to sugar the mathematical pill. Eleven to 13-year-olds follow the story of the disappearance of number 97 in "Factor Fiction". *Writer's Workshop* (Tuesday, 10.21 ITV).

News Report features the process of making a newspaper. Ten to 12-year-olds see a story coming in, how the reporter treats it and what emerges in the newspaper. *History: Vol 80 Long Ago* (Tuesday, 14.00 VHF4).

Nine to 12-year-olds learn about life and social conditions during the Depression. "The Easter Race" conveys a picture of the people of Leeds. *Television Club* (Tuesday, 14.40 Wednesday, 10.00 BBC1).

"What's in a Name?" is a dramatization of the problems faced by a Pakistani girl trying to free herself from the prospect of a fixed marriage. *Science* (Wednesday, 11.00 BBC1).

A two-part programme on "Structures and Forces" for 11 to 13-year-olds. A look at the problems facing Brunel in the planning of the Clifton Suspension Bridge is contrasted with the way modern engineers built the Severn Suspension Bridge. *Learning about Life* (Thursday, 14.40 VHF4).

"What's Your Problem?" features three young people with different causes for insecurity.

Out to dig

The British Universities Film Council, the Council for British Archaeology and the University of Birmingham Television and Film Unit have organized a screening of films and videotapes which can be used in the teaching of archaeology at degree level.

The screening will take place on February 25 in the Lecture Theatre and Lecture Room 1 of the faculty of arts building in the University of Birmingham. There will be two parallel sessions and one plenary session.

More than 20 short films will be shown from a wide range of sources, including the BBC, universities and foreign film companies or broadcasting organizations. The registration fee is £4.75; students, £1.50. This includes lunch, morning coffee and afternoon tea. Tickets from James Ballantyne, British Universities Film Council, 81 Dean Street, London W1V 6AA.

A chat over tea

Frances Hill on the Reith lectures

High hopes of this year's Reith lectures, raised by extensive advance publicity, were a little dashed by the first of the lectures themselves, on January 11 on Radio 4.

In an interview with Michael Charlton in *The Reith Lectures*, a half-hour programme on the same network the previous week, Dr A. H. Halsey, Professor of Social and Administrative Studies at Oxford had offered some fascinating thoughts and speculation on England's heritage and future.

"The first kind of thing I would say to a person who felt gloomy about the future would be... can you think of any other society in history which came nearer to realizing the ideal of freedom than Britain does and I would be very sceptical if he thought he knew of an example. And then I would go on... to say how do you suppose it would be possible to make that strong heritage stronger... And I think that it would be possible for the conversation to go in such a way as to take away some of his scepticism and gloom."

One longed to hold the suggested hypothetical conversation with Dr Halsey, preferably over tea in a book-lined room furnished with deep armchairs and a roaring fire. (This background suits perfectly both Dr Halsey's theme and his personality as it came across in the interview.) The conversation promised intellectual excitement and even, perhaps, some real excitement. "I had deep patriotism that in some sense I ought not to have had because I was so critical of what went on but it was very, very strongly there..."

The Reith lectures, one hoped, would recast patriotism with criticism of English society as well as banishing gloom. (Of the interview programme itself, it must be

said that Michael Charlton seems less at ease questioning an individual on his life and personal attitudes than interrogating public figures on their political actions. His questions seemed far too heavy-handed and verbose for the occasion.)

The first Reith lecture spent a long time introducing the themes to be studied in subsequent talks: continuity and change, consensus and conflict, liberalism and socialism, individualism and social dissolution. It tended to wander into by-ways of the matters in hand, sometimes confusingly. An occasional awkward sentence stemmed from the flow of the listener's understanding.

In this way the world is ordered, but in the same way, control in the interests of the state is more or less powerfully embodied in any society. I am still not absolutely sure I know what this means. And "to foreclose" does not mean "to predict and therefore include in one's assessment". As Dr Halsey appears to think it does. On the contrary, it means "to bar, shut out completely".

This is not nipping-it. It is vitally important that a spoken talk on a complex subject should be given in unambiguous prose. Bertrand Russell, surely the apogee of Reith lectures, had as his greatest asset, after clarity of mind, superb command of the language. Sociologists are, of course, notorious for impenetrable prose, and by sociological standards, Halsey's text is positively limpid. But I must confess to a preference for hearing Dr Halsey speaking off the cuff, in simple terms, in response to Michael Charlton's questions, to listening to his less lucid and more one-sided, rather rambling lecture.

As a surprisingly fruitful field which enables him to comment on poets as diverse as Browning, Wordsworth, Eliot and Lowell. The genre is described as "working the border" between fiction and self-expression and thus worthy of more serious attention than it has had in recent years.

Orchard by the Riverside

The Cherry Orchard
Riverside Studios

A new theatre outside the West End but within easy reach of public transport is something to welcome. Riverside Studios, formerly used for television, have been converted into a multi-purpose theatre with space for exhibitions, food and drink, and a friendly and helpful staff.

The theatre itself is cavernous. From the floor-level stage grey plastic seats rise in steep tiers in an elongated shallow arc. The acting area is a vast long and narrow strip extending between entrances either side of the audience, so far apart that they are outside normal peripheral vision and heads must constantly turn. It is no place for Chekhov's *The Cherry Orchard*.

A vast wooden wall, its chevron patterns repeated on the wooden floor to dizzying effect, forms the background for William Dudley's sparse settings. There is the required furniture in act one, while a long bench, a long line of chairs

and piles of luggage serve the remaining three acts respectively. Nothing creates the intimacy of a house; everything emphasizes the space.

Peter Gill's production shows that he has not yet put the measure of his theatre. It is sometimes fresh and thoughtful, sometimes merely theatrical in a posturing sort of way. Faced with the vastness of his stage he tries to fill it with activity. Actors are for ever walking about or taking their exits and entrances at a trot. Anya falls asleep standing yards from the table where Varva is, confiding in her, though a perfectly good rickshaw-chair stands by the table; old Fir walks such distances to perform the simplest household tasks it is a wonder he doesn't drop dead en route. And, as if the stage were not the wide as it is, Peter Gill makes some of the action take place at the back of the theatre, behind the audience, where the family yells its arrivals and departures and where the third act ball is in riotous swing.

We are presented with Chekhov in terms of cinema with sensur-

Ragamuffin and monk

No one is likely to contradict that very great singer Pierre Bernac when he describes Francis Poulenc (1899-1963) as "incontestably the greatest composer of melodies of his time". Yet the work of this two-sided, musical personality—"ragamuffin" and "monk", according to Claude Rostand—is by no means as well known or as often performed as it deserves to be. While his name is honoured, curiosity about his 137 melodies (six songs, comparable with the German *Lied*, as opposed to the more informal *chansons*) has not been over-bold. The more credit, therefore, to Graham Johnson, the accompanist, and to Elaine Padmore, head of opera on Radio 3, for a 13-part marathon series about Poulenc which has been running on that station since Sunday evenings.

This has been serious radio at its best with an engaging script, introducing and illuminating not only Poulenc's songs and other music

but also that of many of his contemporaries. The composer's favourite poets were Apollinaire and Eluard, but there is scarcely an important modern French poet whom he did not know and set to music. Poulenc's roots touch the centre of the modern movement in France and these programmes have gone to the heart of his sensibility. Refusing to be paraded by Apollinaire and Eluard, including a deeply affecting recording of Eluard reading his poem "Liberté", while another programme focused on music inspired by Poulenc's love of Chopin and his settings of Lorca.

"Journal de mes Melodies"—the series title is taken from Poulenc's diary about his songs, now rarely out of print—has featured fine perform-

ances by young artists and historic active recordings notably by Bernard Blum and some two-thirds of the original cast. In the same way, the same songs heard in a new interpretation afterwards as sung by Parisians which have now been sung by French singers, particularly in their own French language.

As well as the invaluable performance of the 25-year-old, the acclaimed Reading Performing Partnership, has now come up with a book from Bernard Blum and Robert Desnos and Eluard, including a deeply affecting recording of Eluard reading his poem "Liberté", while another programme focused on music inspired by Poulenc's love of Chopin and his settings of Lorca.

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